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ABSTRACT

Developed as part of a project to design, test, and disseminate simulation training materials for state leadership development, these exercises focus on developing personal and technical skills in vocational education program and facility planning. The simulation training strategy provides tryout experiences in interpersonal and other critical problem areas. The four simulated task areas in this publication are program planning, proposal preparation, site selection, and preliminary facility planning. For each exercise an introduction provides objectives, background data, and general instructions. Sample student working papers are to be used to take actions called for by the simulation exercise. An instructor's manual discusses the simulation materials, provides an instructional model to use in presenting the exercises, and suggests supplemental content. These materials were pilot tested with a class of graduate interns in vocational education at a state university. An earlier publication in this series, featuring the development of supervision and decision-making skills, is available as VT 010 277 in the July issue of "Research in Education." (SB)

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RESEARCH SERIES NO. 52
VT 010 828

FINAL REPORT
ON A PROJECT CONDUCTED UNDER
PROJECT NO. 7-0158
GRANT NO. OEG 3-7-000158-2037

SIMULATION TRAINING IN PLANNING VOCATIONAL EDUCATION PROGRAMS AND FACILITIES

RICHARD F. MECKLEY

IVAN E. VALENTINE

ZANE McCOY

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

APRIL 1970

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PREFACE

One of the central concerns of The Center is the preparation of state leadership personnel in vocational and technical education. The importance of this area was reinforced by the 1968 report of the Advisory Council on Vocational Education, *The Bridge Between Man and the World of Work*, when it reemphasized the need for preparing vocational education leaders. In an effort to meet this need, The Center has developed training materials and has provided a number of in-service education programs for state vocational education leadership personnel.

This publication reports the second in a series of projects designed to develop, test and disseminate simulation training materials for state leadership development. Simulation as a training strategy, builds on the realism that a simulated situation offers, and provides tryout experiences in interpersonal and other critical problem areas. The focus of this "package" is on the development of personal and technical skills in vocational education program and facility planning. The preceding publication in this series, *Supervision and Decision-Making Skills in Vocational Education: A Training Program Utilizing Simulation Techniques* (Research 51), featured the development of supervision and decision-making skills. The next publication will focus upon state vocational education planning. These materials are designed primarily for use with state leadership personnel, either on an in-service basis or through graduate education programs.

We are indebted to Darrell Ward, state vocational education leadership specialist at The Center, for editing and preparing the materials for publication. Materials in this publication were pilot tested with a class of graduate interns in vocational education at Kent State University, Kent, Ohio. The Center gratefully acknowledges the assistance in designing and conducting the field test provided by Charles N. Nichols, Director of Vocational Education Services, Kent State University.

We trust that these materials will inject additional relevance into state leadership training programs, and that state departments, university graduate education programs and others will utilize these in their staff development programs.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

INTRODUCTION

This publication represents one effort of The Center to meet its objective of upgrading vocational education leadership through advanced study and in-service education programs. It is sincerely hoped that the material contained herein will prove useful in light of the stated objective.

Contained in this publication is the complete package of simulation materials including the simulation exercises, an instructor's guide, background data for the exercises, and student working papers. In instructional use separate reproduction of portions of this publication will be necessary (Permission to reproduce is not required).

The exercises may be used individually, as a group of four related exercises or in combination with other exercises which are available in other simulation training publications of The Center. These exercises were developed from actual case histories and problems submitted to the writers by present leaders of vocational education. Effort has been made to assure their accurate presentation of day-to-day working problems of state vocational education supervisory personnel.

The instructor's guide attempts to provide assistance in conducting training sessions utilizing this material. A limited amount of instructional content is supplied but additional materials related to program and facility planning skills will be required. The suggested workshop agenda is intended only as a possible model to be considered. Expansion and extension of this model to specifically fit the population to be served will be needed.

Although these materials are being distributed for general use, we strongly urge due to their somewhat unique nature, that any individual or organization contemplating their use, obtain "training for use" of the materials. "Training for use" might be accomplished in the following manner(s).

1. Through previous experience in conducting simulation training sessions.

2. Through attendance at a Center sponsored workshop utilizing the materials at which there is provided special instructor preparation.

3. Through apprenticeship to an experienced instructor who is conducting a workshop utilizing the materials.

4. Through extensive consultation and individual instructor preparation with an individual approved by the state leadership and/or dissemination specialist of The Center.

The Center would like to acknowledge the University Council for Education Administration, 29 West Woodruff Avenue, Columbus, Ohio for permitting us to use portions of their Madison School District Simulation Materials in this publication. The name, "State of Lafayette," names of certain counties and cities and portions of the demographic data have been adapted for use from the Madison School District Simulation.

It is the sincere desire that these and succeeding simulation materials to be published prove valuable in the preparation of vocational education leaders. Suggestions for their revision and improvement will be welcomed.

Darrell L. Ward, Specialist
State Leadership
The Center for Vocational
and Technical Education
The Ohio State University

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Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION I

INTRODUCTION TO THE SIMULATION EXERCISES

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

INTRODUCTION

OBJECTIVES

The purpose of this simulation training program is to improve the human and technical skills of state division of vocational education and other vocational education leaders in program and facility planning. The following specific objectives have been established:

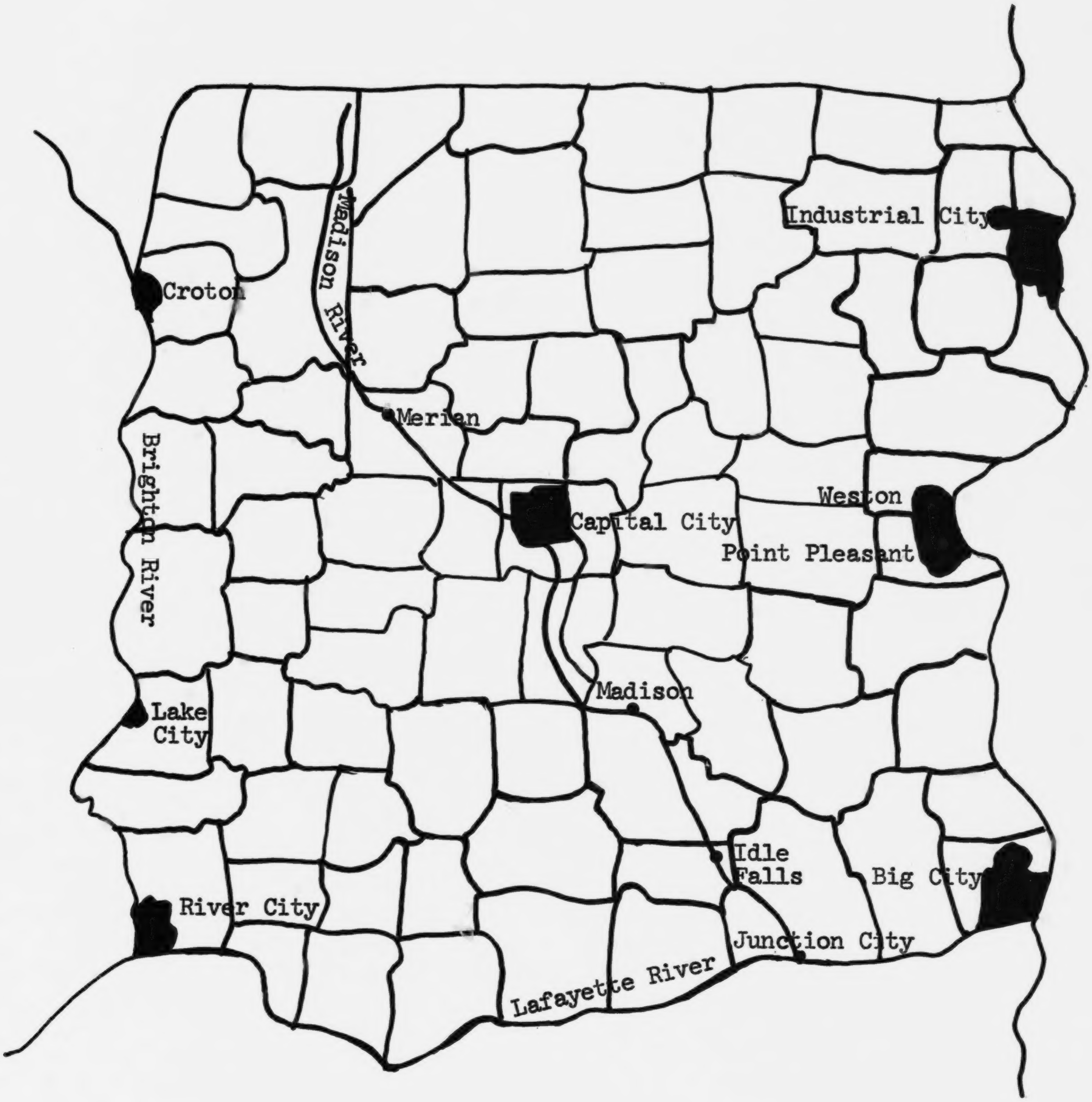
1. To delineate some of the tasks and attendant problems one might encounter in planning for a new vocational education facility.
2. To illustrate the relevance and importance of communication, human relations, and decision-making to effective leadership.
3. To develop understanding of the problems in program and facility planning for vocational-technical education.
4. To develop improved skills in program and facility planning of vocational-technical education leaders.
5. To practice and relate the above concepts to the solution of leadership problems through involvement in simulated experiences.

BACKGROUND INFORMATION FOR THE SIMULATION EXERCISES

In three of the four exercises in this simulation program, you will assume the role of Francis R. Ramey, Assistant Supervisor, Department of Education, State of Lafayette. The fourth exercise is a role-playing exercise where participants will assume one of five different roles.

Lafayette is a midwestern state bounded on the west and south by Brighton and Lafayette Rivers, respectively (Figure 1). The Department of Education, located at the geographic center of the state, is in Capital City. More complete information of the State of Lafayette can be found in the background materials which will be supplied by the instructor.

The study area is made up of Washington, Putnam, and Jackson Counties. The three counties are contiguous to each other and located in the south-central area of the State of Lafayette (Figure 2).



Industrial City
Madison River
Croton
Merian
Brighton River
Weston
Capital City
Point Pleasant
Madison
Lake City
Idle Falls
Big City
River City
Junction City
Lafayette River

Figure 1. State of Lafayette.

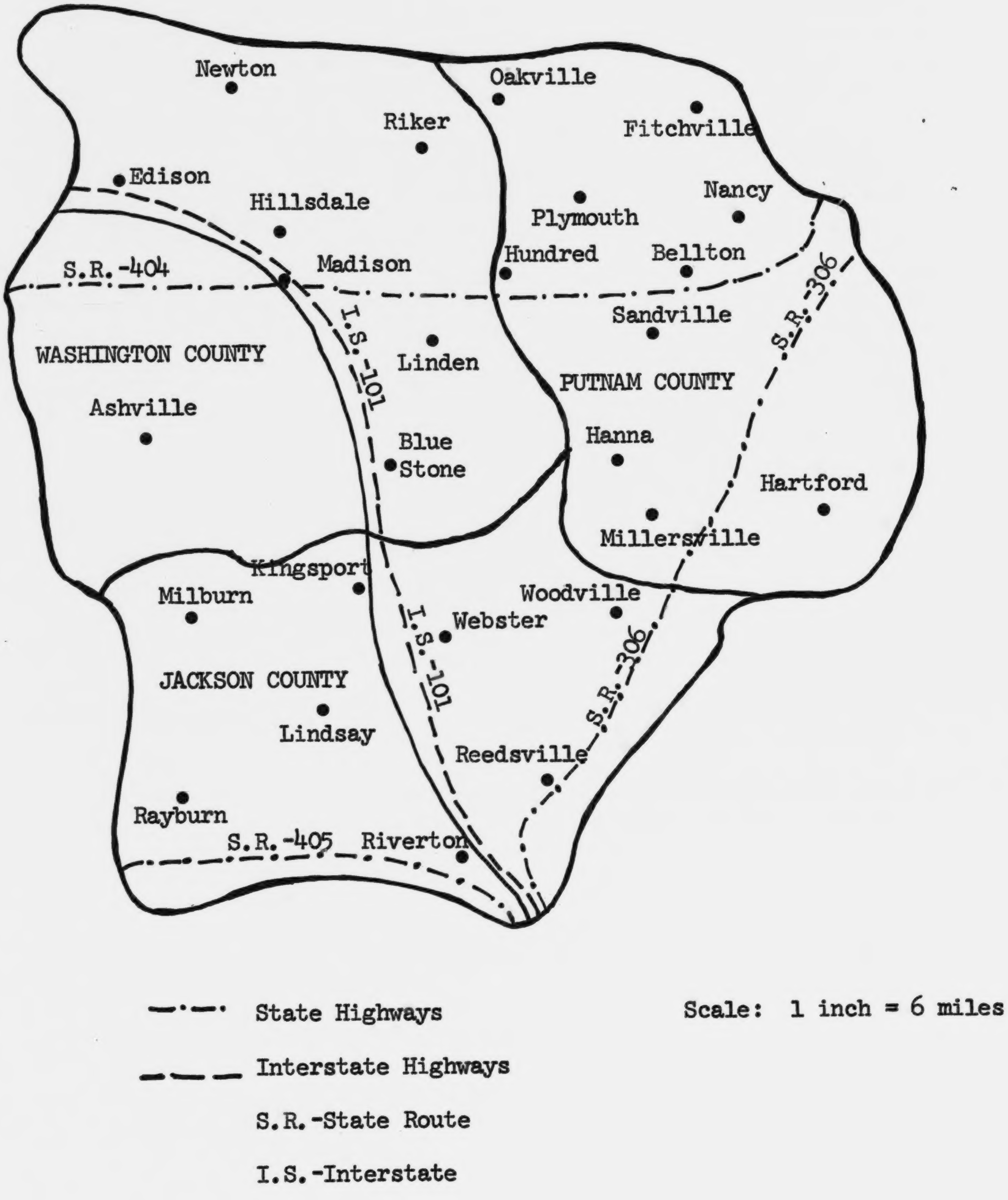

Newton
Oakville
Riker
Fitchville
Edison
Hillsdale
Nancy
Plymouth
Hundred
Bellton
S.R.-404
Madison
Sandville
S.R.-306
I.S.-101
Linden
WASHINGTON COUNTY
PUTNAM COUNTY
Ashville
Hanna
Blue Stone
Hartford
Millersville
Kingsport
Milburn
Woodville
Webster
I.S.-101
JACKSON COUNTY
S.R.-306
Lindsay
Reedsville
Rayburn
S.R.-405
Riverton
State Highways
Interstate Highways
S.R.-State Route
I.S.-Interstate
Scale: 1 inch = 6 miles

Figure 2. State of Lafayette,
Counties of Washington, Putnam and Jackson.

Up to now, each individual county has focused on its unique problems and little evidence exists to indicate any cooperative planning. In each county, the center of social and political activity is the county seat. Independence of political, social, and economic action does not end with the county units. The political organization of the state has fostered a high degree of local autonomy in township, village, and local governments. Each of the political subdivisions is basically independent in the provision of services, except for cooperative fire protection.

The three counties, for the most part, are rural in nature. The area is made up of numerous small cities, villages, and farms. Although residents are aware of the problems of urbanization, their insulation from it through distance makes such problems of small concern. Community organizations are small in membership which results in a great deal of face-to-face communication and interaction within the individual communities.

GENERAL INSTRUCTIONS

In the following simulation exercises you will be called upon to prepare and analyze materials, to prepare reports and recommendations, to communicate ideas and directions, and to make decisions. Some background material useful in these tasks will be provided in each exercise. Other sources of information you may want to use are:

- The PROPOSAL for establishment of a tri-county vocational district which is a part of Exercise II;
- The TRI-COUNTY background materials which you have been given and you should have read by now; and
- "A Guide to Systematic Planning for Vocational and Technical Education Facilities,"[1] which describes and graphically depicts the principal planning activities for vocational and technical education facilities.

Forty-seven major facility planning activities are described in the "Guide." Of these 47, four planning activities, which particularly involve state supervisors, provide the basis for the simulation exercise to follow. These four activities are: 1) program planning, 2) proposal preparation, 3) site selection, and 4) preliminary facility planning.

In responding to the simulated situations, behave as if these things were actually happening to you. DO NOT SPECULATE on problem solutions; instead, indicate through utilization of appropriate working papers your ACTUAL SOLUTIONS to the problems. If it seems appropriate, write a letter, send a memo, make a telephone call, write a note to yourself or your secretary, etc.

---

[1] Meckley, Richard F.; Valentine, Ivan E.; and McCoy, Zane. *A Guide to Systematic Planning for Vocational and Technical Schools.* The Center for Vocational and Technical Education, OSU, 1968.

You are now ready to begin Exercise I, PROGRAM PLANNING. Remember there are supplementary data sources for decision-making, should you need them. Consult with your instructor for clarification, information, etc.; do not consult with him about alternative problem solutions until after you have completed Exercise I.

Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION II

FACILITY PLANNING SIMULATION EXERCISE I

PROGRAM PLANNING

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE I
Program Planning

Simulation Exercise I deals with the planning of a program for an anticipated new vocational school in a tri-county area. In this exercise and two of the three which follow, you will assume the role of Francis Ramey, Assistant State Supervisor, Vocational Facility Planning. You have been in this position for a period of six months.

Important personnel with whom you will interact are:

Mrs. Mary Martin, your secretary.

Mary is about 45 years of age and was secretary to your predecessor. However, she is regarded as very efficient and businesslike. She is somewhat sensitive to criticism and avoids making decisions which might be upsetting to anyone.

Mr. Marion J. Hiller, State Supervisor of Vocational Facility Planning.

Mr. Hiller has been in his present position for 20 years and is nearing retirement. He is highly regarded for his competence and constantly travels throughout the state as a paid consultant to school districts and industry. In recent years, his busy schedule forces him to delegate much of his authority to subordinates and consequently is seldom in his office and is inaccessible to his staff members.

Dr. James Brewer, Superintendent of Madison City Schools.

Dr. Brewer is a forceful young administrator. He is somewhat impatient with red tape, state department regulations, and, at times, state department personnel. He often expresses doubt that such people are aware of or understand local school district problems.

Dr. Milford P. Conroy, State Director of Vocational Education.

Dr. Conroy is widely respected for his knowledge of occupational education. He has been state director for five years after a brilliant 10-year career as a teacher, local administrator, and state supervisor. He is determined that Lafayette will have vocational programs of sufficient quantity and superior quality.

Some time ago Mr. Hiller assigned you to a state department task force to assist the tri-county area of Washington, Putnam and Jackson Counties to ascertain their needs and to develop an adequate vocational and technical education program.

During this period you have worked with an Ad Hoc Committee representing the three counties. At this point in time, the community survey has been completed. This information has enabled the committee to analyze the manpower needs, to evaluate the degree to which schools of the tri-county area are meeting those needs, and to arrive at the recommended course offerings as presented on the following pages.

RECOMMENDED VOCATIONAL CURRICULAR AREAS FOR THE TRI-COUNTY AREA

I. AGRICULTURE

Course	Grade Level	Enrollment Norm.	Enrollment Max.	Vocational Units
Agribusiness (to include Produce Processing)	12	15	25	1
Agriculture Equipment (large and small)	11-12	40	50	2
Horticulture (to include landscaping, turf and sod management)	11-12	40	50	2
Sub Total		95	125	5

II. BUSINESS AND OFFICE EDUCATION

Course	Grade Level	Enrollment Norm.	Enrollment Max.	Vocational Units
Account Clerk	11-12	40	50	2
Cooperative Office Education	12	20	25	1
Senior Intensive Core	12	20	25	1
Entry Business Data Processing	11-12	40	50	2
Sub Total		120	150	6

III. DISTRIBUTIVE EDUCATION

Course	Grade Level	Enrollment Norm.	Enrollment Max.	Vocational Units
Distributive Education	12	50	80	2

IV. HOME ECONOMICS AND HEALTH

Course	Grade Level	Enrollment Norm.	Enrollment Max.	Vocational Units
Child Care Assistants and Aides	11-12	55	50	2
Homemakers Assistants and Nursing Home Aides	11-12	20	25	1
Food Service (Commercial Food Production)	11-12	40	50	2
Sub Total		115	125	5

V. TRADE AND INDUSTRIAL

Course	Grade Level	Enrollment Norm.	Enrollment Max.	Vocational Units
Auto Body	11-12	40	50	2
Auto Mechanics	11-12	40	50	2
Carpentry	11-12	40	50	2
Cosmetology	11-12	40	50	2
Drafting	11-12	40	50	2
Electronics	11-12	20	25	1
Electricity	11-12	20	25	1
Machine Shop	11-12	40	50	2
Occupational Work Experience	11-12	40	50	2
Sheet metal/Welding	11-12	40	50	2
Sub Total		360	450	18
TOTALS (All Programs)		740	930	36

Exercise I
Part 1

Monday, January 6

It is now 3 p.m. and you are working at your desk. You have devoted most of your time today reviewing the data which resulted from the tri-county vocational survey.

You are thinking that maybe you can use a coffee break when Mary, your secretary, enters the office. She hands you a memo from Mr. Hiller.

In-Basket Item #1

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Francis Ramey
Date: January 6
From: M. J. Hiller
Subject: Tri-county Vocational Program

I would most appreciate your filling in for me at a meeting of the tri-county superintendents tomorrow at 1 p.m. at Madison High School. I would go myself but I have a previous commitment to meet with U.S.O.E. officials in Washington tomorrow.

As I see it, the nub of the problem is over some pressure being exerted locally to add printing to the curriculum of the proposed new vocational school. Why, I don't know. The survey showed no interest or employment opportunities in printing. We certainly cannot fund such a program.

Anyway, see what you can do. Say hello to Jim Brewer for me.

INSTRUCTIONS

MR. RAMEY,

TAKE WHATEVER ACTION YOU DEEM NECESSARY TO PREPARE YOURSELF FOR TOMORROW'S MEETING. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN TURN TO PAGE 17.

Exercise I Part 1
Tuesday, January 7

Francis Ramey, you are on your way from Capital City to Madison, the county seat of Washington County, and the largest city in the tri-county area.

While driving south on Interstate 101 you are mulling over facts and data revealed by the recent vocational survey of the tri-county area. Determinations of student interests, business and industrial needs, state manpower requirements, potential student enrollments, etc., have given you a fairly clear notion of the number and kind of vocational courses needed for the proposed new tri-county vocational school.

Upon arriving in Madison, you head straight for the administration building of the Madison City Schools. Your instructions from Mr. Hiller are to meet with a committee of school administrators, which is composed of the three superintendents of the three counties, Dr. Brewer, superintendent of Madison City Schools, and Mr. Mark Miller, the newly appointed vocational district superintendent. It is hoped that in spite of the fears expressed in Hiller's memo, you and the committee can resolve the problem over adding a course in printing to the curriculum.

Dr. Brewer's secretary ushers you into the meeting room where the committee is seated around a table. All of the administrators, whom have met before, extend you a friendly greeting. You sit down and Brewer starts the meeting.

Exercise I Part 1

INSTRUCTIONS:

1. IF YOU RESPONDED FAVORABLY AND ADVISED THE COMMITTE YOU WOULD RECOMMEND THAT THE PRINTING PROGRAM MIGHT POSSIBLY BE APPROVED AND FUNDED, TURN TO PAGE 22.
2. IF YOU INFORMED THE COMMITTEE THE PRINTING PROGRAM COULD NOT BE APPROVED OR FUNDED, TURN TO PAGE 20.
3. IF YOU ADVISED THE COMMITTEE YOU COULD NOT MAKE A COMMITMENT AT THIS TIME, TURN TO PAGE 23.

Tuesday, January 7

The committee becomes visibly upset. Dr. Brewer says, "Apparently, Ramey, you don't understand the real world. Each of us sitting around this table, while you were redefining your criteria in Capital City--or whatever you do--worked very hard to get support from people like Adams. Now that we have it, you quote surveys, rules and regulations. I suggest you return to Capital City and talk to Mr. Hiller. I don't see why Hiller isn't here anyway. As soon as this meeting is over I'll call Marion and see if this problem can't be straightened out. If we cannot get cooperation from the state, we might as well forget it."

With this the meeting is adjourned and you return to your office.

Turn to Page 21.

Exercise I Part 1
Wednesday, January 8

The first thing you find on your desk when you arrive back at your office Wednesday is the memo below.

In-Basket Item #2a

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Francis Ramey
Date: January 7

From: M. J. Hiller
Subject: Program meeting in Madison

I received a rather disturbing phone call from Jim Brewer at Madison.

Perhaps you should see me at your earliest convenience.

INSTRUCTIONS:

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 24.

Exercise I Part 1
Wednesday, January 8

You are back in your office at Capital City. Upon arrival at your office this morning you find the following memorandum on your desk.

In-Basket Item #2b

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Francis Ramey
Date: January 7

From: M. J. Hiller
Subject: Program Meeting at Madison

I have just received a rather disturbing call from Jim Brewer at Madison. He stated that you indicated your support for the inclusion of the printing program. If that is so, you have put me on the spot. Perhaps you should see me at your earliest convenience.

INSTRUCTIONS:

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 24.

Exercise I Part 1
Wednesday, January 8

You are back in Capital City. Upon arrival at your office this morning you find the following memorandum on your desk.

In-Basket Item #2c

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Francis Ramey
Date: January 7

From: M. J. Hiller
Subject: Program meeting in Madison

I received a call from Jim Brewer at Madison and he wants the Division to make a decision about the printing immediately.

Needless to say, I am disturbed that the matter was not settled at the meeting. I assumed that I made my position clear and expected you to follow through along those lines. Our job is to make decisions, not create vacuums.

Please arrange your schedule to see me at 2:30 p.m. today.

INSTRUCTIONS:

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 24.

Exercise I
Part 2

Wednesday, January 8

Also on your desk are three letters, one accompanied by a memo from Mr. Hiller.

First, read the letters from the Joint Apprenticeship Council and the Associated Beauty Schools and respond to them as directed on page 29.

Then, read the letter accompanied by Hiller's memo and respond as directed.

Exercise I Part 2
Wednesday, January 8

In-Basket Item #3

JOINT APPRENTICESHIP COUNCIL
100 West Fourth Street
Madison, Lafayette 98765

Mike Feeney
Chairman

January 6

Mr. M. J. Hiller
State Supervisor
Division of Vocational Education
Capital City, Lafayette

Dear Mr. Hiller:

This is to advise you that the local Joint Apprenticeship Council of the tri-county area has had some second thoughts about the plans for the joint vocational school. As you recall, our representatives on the Ad Hoc Committee previously indicated their support. However, at our recent meeting the leaders of unions representing bricklayers, machinists, plumbers and steamfitters, electrical, sheet metal, auto mechanics, and printers voted unanimously to oppose any plan that would include pre-employment training for high school students in the above trades.

The basis for this action was the feeling that the existing apprenticeship training program in the tri-county area has provided and will continue to provide youth in the tri-county area an opportunity to learn an apprenticeship trade. Since we plan to continue our efforts in this direction, a duplication of effort on your part would be a waste of tax money as well as an infringement on union operations.

The council's membership constitutes a large segment of the tax-paying public in the tri-county area. We hope, therefore, that you will see fit to revise the present plan. In the event that you choose not to do so, we intend to carry our protests to state union leaders and other interested groups.

Sincerely,

Mike Feeney

Mike Feeney
Joint Apprenticeship Council

cc: Dr. Milford P. Conroy
State Director of Voc. Ed.

Mr. Henry Thayer
State Coor. for Apprentice Training

Mr. Ivan E. Jones
Special Asst. to the Governor for
Economic and Industrial Growth

In-Basket Item #4

Associated Beauty Schools
200 Scenic Drive
Capital City, Lafayette

Lucas Monte
Chairman

January 7

Mr. M. J. Hiller
State Supervisor
State Office Building
Capital City, Lafayette

Dear Mr. Hiller:

The Associate Beauty Schools of the State of Lafayette, representing 23 privately owned schools, reviewed with alarm the plans for a cosmetology program for the tri-county area. Previously, we approved, under protest, the one cosmetology program at Madison High School, however, we will not stand by idly and see our business destroyed.

The private beautician schools in the state were assured by Senator Longhorn, representing the tri-county area, that he would protect the financial investment of the private enterprise system offering educational opportunities in beauty culture. Based on Senator Longhorn's support, we wish to remind school officials and others involved in planning the joint vocational school, that expansion and inclusion of beautician courses will result in legislation prohibiting such expansions.

We solicit your cooperation and understanding in these all-important problems facing privately supported institutions that are part of the tax-paying public and invite you to attend our meeting on January 15 to discuss the matter.

Sincerely,
Lucas Monte
Lucas Monte, Chairman
Associate Beauty Schools

cc: Dr. Milford P. Conroy
State Director of Voc. Ed.

Mr. Harry Lox, State Secretary
Beautician's Association

Senator Julius P. Longhorn
State Senator

Turn to Page 29.

INSTRUCTIONS

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY CONCERNING THE LETTER FROM THE JOINT APPRENTICESHIP COUNCIL. USE APPROPRIATE FORMS FROM WORKING PAPERS.

INSTRUCTIONS

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY CONCERNING THE LETTER FROM ASSOCIATED BEAUTY SCHOOLS. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 30.

Exercise I Part 2
Wednesday, January 8

In-Basket Item #5

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey	Date: January 14
From: M. J. Hiller	Subject: Tri-County Vocational School

This is in reference to the problem that is developing at Madison concerning the program for the Tri-County Vocational School. As you may know, charges have been made concerning the relevance of the program for the poor and the black students. I am enclosing a letter Dr. Conroy received from Jim Brewster which more fully explains the situation.

Dr. Conroy has agreed to help in every way possible. Therefore, I would like you to review the survey and proposed program and develop some alternatives. In so doing, please keep in mind that your objective is to provide greater opportunity for the disadvantaged student.

It is essential that we act quickly to nip this opposition in the bud. We could lose the whole program as a result of this controversy. I shall expect a report from you at the earliest possible time.

Attachment

Turn to Page 31.

Exercise I Part 2
Wednesday, January 8

In-Basket Item #5a

MADISON PUBLIC SCHOOLS

Madison, Lafayette

January 15

Dr. Milford M. Conroy
Director
Division of Vocational Education
State of Lafayette
Capital City, Lafayette

Dear Dr. Conroy:

It seems we just get one problem settled and another rears its head. Yesterday, Joseph P. Smith, a local Negro leader, appeared at my office demanding an audience. I granted his request and the following problem emerged.

Smith immediately voiced his opposition to the courses slated for the planned vocational school. According to him, the program is "irrelevant to the black community and to the poor." He also charged that most disadvantaged students could not meet course entrance requirements.

Smith made it very clear that he felt the program was designed to meet the needs of industry, rather than students and that, unless changes are made, he will call on the black community to reject it.

This is a very touchy situation and we will need some help.

Sincerely,

James Brewster

James Brewster

Exercise I Part 2

INSTRUCTIONS

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY IN RESPONSE TO HILLER'S MEMO ON PAGE 30. USE APPROPRIATE FORMS FROM WORKING PAPERS.

END OF EXERCISE I

Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION II

FACILITY PLANNING SIMULATION EXERCISE II

PROPOSAL

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE II
Proposal

Follow the same procedures as Exercise I. You are still Francis Ramey. To repeat--

> behave as if these things were actually happening to you. DO NOT SPECULATE on problem solutions; instead, indicate through utilization of appropriate working papers which are provided for your ACTUAL SOLUTIONS to the problems. If it seems appropriate, write a letter, send a memo, make a telephone call, write a note to yourself or your secretary, etc. Just remove whatever form you need from the working papers. The papers are perforated for easy removal.

You are now ready to begin Exercise II, PROPOSAL. Remember there are supplementary data sources for decision-making should you need them. Consult with your instructor for clarification, information, etc.; do not consult with him about alternative problem solutions until after you have completed Exercise II.

In addition to the personnel already described in Exercise I, you will meet:

> Mr. LeRoy Patterson, Superintendent, Hundred City School District. Mr. Patterson has been superintendent of the Hundred School District for 17 years. He plans to retire

in two years after a professional career which will span 35 years. In recent years, he has adopted a policy of following the wishes of his board of education rather than leading it. His principal goal is to keep conflict at a minimum in the Hundred District.

Exercise II
Part 1

The Tri-County Ad Hoc Committee has recommended a single vocational school to serve the area. The vocational supervisor of Madison School District (Mr. Edward Taylor) has been retained as a consultant to write a proposal for submission to the Lafayette State Board of Education. The proposal will reflect the local plan for the accomplishment of the Tri-County Vocational-Technical School. Mr. Hiller has been advising Taylor in the formulation of the proposal.

The long awaited proposal finally arrives at the State Department and has been routed to the appropriate department for analysis and recommendation.

Turn to Page 38.

In-Basket Item #1

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey

Date: February 3

From: Mr. Hiller

Subject: Proposal for Tri-County Vocational School

Attached is a copy of the Tri-County Area Vocational School proposal. Please review it and send me a memorandum with any recommendations you feel appropriate.

I would suggest you give special attention to the inclusion of printing in the curriculum. As you know, there was some question about this in the planning phase.

INSTRUCTIONS

MR. RAMEY:

PLEASE REVIEW THE PROPOSAL, INCLUDED IN SECTION III NOW. WHEN YOU HAVE COMPLETED REVIEW OF THE PROPOSAL TAKE WHATEVER ACTION YOU FEEL IS NECESSARY. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 39.

Exercise II Part 1
February 10

After making the rounds in the department, the proposal was returned to Mr. Taylor for corrections and revisions. It is now ready for submission at the State Board of Education meeting on Monday, February 17.

On February 10, the memorandum below is placed on your desk.

_ _ _ _ _ _ _ _ _ _ _ _ _ In-Basket Item #2 _ _ _ _ _ _ _ _ _ _ _ _ _

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

MEMORANDUM

To: Mr. Ramey

Date: February 10

From: Mr. Hiller

Subject: State Board Meeting

As you know, the Tri-County Vocational School proposal will be presented for approval at the February 17 meeting of the State Board. Unfortunately, I am scheduled to speak at the State Supervisor's Meeting in San Francisco on that date and would appreciate your representing me at the board meeting.

I do not expect any serious problem to develop, however, you never know. It has been a major achievement getting this far and I would hate to lose it now.

Turn to Page 40.

INSTRUCTIONS

MR. RAMEY:

TAKE WHATEVER ACTION YOU FEEL NECESSARY TO PREPARE YOURSELF FOR THE FEBRUARY 17 STATE BOARD MEETING. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 41.

Exercise II
Part 2

You have just entered the Board Room in the State Department Building and are met by an angry Dr. Conroy.

Dr. Conroy: "What's going on here Ramey? Mr. Patterson, Superintendent of the Century School District, has filed a request to speak in opposition to the Tri-County Vocational School proposal. I'm getting sick and tired of this on-again-off-again situation. I would suggest you get busy to find some way to straighten out this mess!"

Dr. Conroy then walks angrily away.

- -

INSTRUCTIONS:

MR. RAMEY:

THE BOARD MEETING STARTS IN ONE-HALF HOUR. TAKE ANY ACTION WHICH SEEMS NECESSARY IN LIGHT OF WHAT CONROY HAS JUST TOLD YOU. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 42.

Exercise II Part 2
Monday, February 17

It is now 1:45 p.m. The State Board meeting is underway. Dr. Conroy has presented the tri-county proposal and recommended the state approve the proposal and the formation of an area vocational school district.

Mr. Patterson is then given an opportunity to speak. "Members of the Lafayette State Board of Education. I am appearing under instructions from the Hundred City Board of Education. My board asks you to convey their rejection of the proposed jointure on the following grounds:

1. The present plan infringes upon the right of the Hundred City District to retain its present vocational program.
2. We feel it is senseless to build new buildings for certain programs that are already adequately staffed, adequately equipped and have an adequate enrollment.
3. The proposal does not make provisions for reimbursement to the local districts for the equipment that is already in our shops.
4. The program offered is not sufficiently better than our own to justify the cost or need of new facilities.
5. The new district will be in competition with local school districts for already scarce tax dollars. We have enough of a problem financing our general education program without this additional burden.

6. The disadvantages involved in bussing students such a long distance far out-weigh any educational advantages.

For these reasons we are asking that the Hundred City School District be removed from the list of participating schools in the jointure and that serious consideration be given to the rejection of the entire proposal."

Following Patterson's presentation, Dr. Conroy is asked by the board to give his view on the matter.

Dr. Conroy states, "I am as confused as anyone on this matter. Mr. Hiller has worked directly with this group, but he is out of town. However, Mr. Ramey is representing him today and, perhaps, he can shed some light on the matter. How about it, Mr. Ramey? What do you have to say?"

- -

INSTRUCTIONS:

MR. RAMEY:

WRITE YOUR REMARKS TO THE BOARD ON THE NOTE FORMS FROM THE WORKING PAPERS.

END OF EXERCISE II

Research Series No. 52

Simulation Training In Planning Vocational Education
Programs and Facilities

SECTION II

FACILITY PLANNING SIMULATION EXERCISE III

SITE SELECTION

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE III
Site Selection

Follow the same procedures as Exercises I and II. You are still Francis Ramey. To repeat--

> behave as if these things were actually happening to you. DO NOT SPECULATE on problem solutions; instead, indicate through utilization of appropriate working papers which are provided for your ACTUAL SOLUTIONS to the problems. If it seems appropriate, write a letter, send a memo, make a telephone call, write a note to yourself or your secretary, etc. Just remove whatever form you need from the working papers.

You are now ready to begin Exercise III, SITE SELECTION. Remember, there are supplementary data sources for decision-making should you need them. Consult with your instructor for clarification, information, etc.; do not consult with him about alternative problem solutions until after you have completed Exercise III.

In addition to the personnel already described in Exercises I and II, you will meet:

> Mr. John Panzerra, Superintendent, Webster Local School District, Jackson County. Mr. Panzerra is in his first year as superintendent of Webster Local. He is a young

man with two years of prior administrative experience. When employed at Webster, he pledged to the board that the Webster School District would meet the challenges of our changing times and become a school district second to none in educational opportunity.

Mr. Peter Johnson, Superintendent, Southern Local School District, Washington County. Mr. Johnson has been superintendent at Southern for 12 years. Under his leadership the school district has made steady, if not spectacular, progress. Although he cannot be described as "dynamic," he, nevertheless, is considered reliable and dependable.

INSTRUCTIONS:

MR. RAMEY:

THE CHECK LIST AND FACTOR PROFILE OF SCHOOL SITES UNDER CONSTRUCTION WHICH ARE ON THE NEXT THREE PAGES OFFER YOU SOME CRITERIA FOR SITE SELECTION. YOU SHOULD FAMILIARIZE YOURSELF WITH THEM.

Check List of Suggested Standards for Vocational-Technical Education Facilities.[1]

1. Size and Location

   1.1 The site should be large enough to accommodate adequately the necessary buildings, to provide ample space for outdoor education, for parking, and for future expansion. The minimum size shall be 40 acres.

   1.2 The site should be readily accessible to students who will attend the school and to the general public.

      a. road network
      b. centrality (population and geographic)

   1.3 The site should provide a reasonable proximity to business and industrial centers.

   1.4 The site should fit into a master plan for education.

      a. future population expansion
      b. plans for future site acquisition

2. Topography

   2.1 The site should afford a commanding location for the building.

   2.2 Such assests as drainage, good surface soil, and possibly economical excavation and foundation work will result in substantial savings. Test borings should be made.

   2.3 The contours and distribution of natural elements, such as soil, rocks, water, and sand require careful study in view of expected utilization of the site. Parking, activity areas, building placement, etc. are important considerations.

3. Environment

   3.1 The immediate environs of the school should provide safe and adequate approaches both to the site and to access highways.

---

[1] Adapted from *Administration of the School Building Program.* Wallace H. Strevell and Arvid J. Burke. McGraw-Hill Book Company, Inc., 1959.

3.2 Generally, the site should be remote from noise, dust, industrial traffic, business distractions, and health hazards.

3.3 The site should have esthetic as well as physical qualities.

4. Cost and Utilization

4.1 Both purchase price and necessary demolition of existing structures must be considered as original cost.

4.2 The cost of remedying shortages, such as sewage disposal, water supply, pavement, and drainage, become substantial cost items.

4.3 The cost of plot development, such as grading walks and driveways, parking areas, play fields are important costs in site selection (4.1, 4.2, and 4.3 together comprise initial site expenditure).

4.4 Long-term utility is an important factor in site selection. A good school site will have enough flexibility to permit building and out-of-door space expansions.

FACTOR PROFILE OF SCHOOL SITES UNDER CONSTRUCTION[1]

School________________________Attendance Area________________________

		Site Factors	Score						Essential Data
			0	1	2	3	4	5	
Size and Location	1.1	Size and shape							
	1.2	Accessibility for pupils							
	1.3	Accessibility for public							
	1.4	Location on master plan							
Topography	2.1	Building elevation and orientation							
	2.2	Soil and water-table conditions; foundations							
	2.3	Contour and utilization of land							
Environment	3.1	Traffic and related safety							
	3.2	Freedom from nuisances or hazards							
	3.3	Natural advantages							
Cost Factors	4.1	Cost of purchase and clearance							
	4.2	Cost of remedying shortages							
	4.3	Cost of plot development							
	4.4	Long-term utility							

Site	Location	Rating
A.		
B.		
C.		
D.		

Surveyors,________________________

____

____

Date________________________

Turn to Page 52.

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[1] Adapted from Administration of the School Building Program. Wallace H. Strevell and Arvid J. Burke. McGraw-Hill Book Company, Inc., 1959.

Exercise III
Monday, August 5

You are sitting at your desk reviewing criteria which have been established for selecting a site for the new Tri-County Vocational School. As chairman of the site selection committee, composed of the three county superintendents, the superintendents of Madison and Riverton City Districts (you will recall that the Hundred City District elected not to participate), and the architect, you must make your recommendation to the Tri-County Board of Education by next Monday.

Your secretary buzzes you on the intercom. Mary says, "Mr. Ramey, Mr. John Panzerra, Superintendent of the Webster Local School District in Jackson County is calling. Something to do with the site for the new vocational school. He is on line 2."

Panzerra says, "Say, I understand you are looking for a place to locate the vocational school. I think I have your problem solved. We have a beautiful piece of ground down here along the river, and it won't cost the joint vocational district a penny. How about that? Remember the Ordinance of 1787 that set aside Section 16 of every township for school purposes? Well, River Township still has neither used nor sold off that section. Over 600 acres are still available for school purposes. Our board is willing to donate 50 acres to the new vocational school. Believe me, Francis, you just can't beat it. The site is located between Interstate 101 and the Madison River. Easy access and a beautiful view. And it's free. Why don't you come down and take a look. I'll be glad to show you around."

Turn to Page 54.

INSTRUCTIONS

MR. RAMEY:

WRITE YOUR TELEPHONE REPLY TO PANZERRA ON THE APPROPRIATE FORM FROM WORKING PAPERS. TAKE WHATEVER OTHER ACTION YOU FEEL IS NECESSARY AT THIS POINT. PERHAPS YOU WILL WANT TO REFER TO THE TRI-COUNTY MAP ON PAGE 5. USE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, TURN TO PAGE 55.

Exercise III
Monday, August 5

On your desk are:

1. A copy of a memorandum to Mr. Hiram Collins, Chairman, Ad Hoc Committee, Tri-County Vocational School District; and
2. A letter from Peter Johnson, Superintendent, Southern Local School District.

INSTRUCTIONS:

MR. RAMEY:

READ BOTH COLLIN'S MEMORANDUM AND JOHNSON'S LETTER BEFORE TAKING ANY ACTION.

Turn to Page 56.

Exercise III
Monday, August 5

In-Basket Item #1

MEMORANDUM

To: Mr. Hiram Collins
Chairman, Ad Hoc Committee
Tri-County Vocational School District
Madison, Lafayette

Date: August 1

From: Trace R. Troth
Solid State Electronics, Inc.
415 South Industrial Drive
Madison, Lafayette

Subject: Sale of building and grounds to Tri-County Vocational School District

The management of Solid State Electronics, Incorporated has followed the progress of the establishment of the Tri-County Joint Vocational School with great interest. Our company employs 250 citizens from the tri-county area and plans to expand its current operation in the near future.

When the decision was made to expand the present operation in 1964, we moved our production division to new facilities in the Tri-County Industrial Park. The change in location for our manufacturing division at the new location left the firm with a facility located three miles north of Hillsdale, Lafayette. The facilities are located one mile north of the Interstate Highway 101. A photograph of the facility is attached.

Presently, Solid State Electronics is utilizing a small portion of this facility as dead storage. The building is of cement block construction with non-loadbearing interior walls and is in excellent condition throughout. The site consists of 13 acres on which is located a gravity-fed water system. A self-contained sewage treatment system is also part of the site package. A hard-surfaced lighted parking lot is also available. This structure contains 90,000 square feet of usable space, coupled with another small building of 3,300 square feet that is brick veneered, air-conditioned and was utilized as general office space by Solid State.

The Solid State Electronics management has had the facility and site appraised by the Industrial Brokerage Firm of Jones and Smith, of New York. They appraised the facility and site with utilities at 1.5 million dollars. The management of Solid State is prepared to offer these facilities to the Tri-County Vocational

Exercise III
Monday, August 5

In-Basket Item #1

MEMORANDUM

To: Mr. Hiram Collins
Chairman, Ad Hoc Committee
Tri-County Vocational School District
Madison, Lafayette

Date: August 1

From: Trace R. Troth
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Madison, Lafayette

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Presently, Solid State Electronics is utilizing a small portion of this facility as dead storage. The building is of cement block construction with non-loadbearing interior walls and is in excellent condition throughout. The site consists of 13 acres on which is located a gravity-fed water system. A self-contained sewage treatment system is also part of the site package. A hard-surfaced lighted parking lot is also available. This structure contains 90,000 square feet of usable space, coupled with another small building of 3,300 square feet that is brick veneered, air-conditioned and was utilized as general office space by Solid State.

The Solid State Electronics management has had the facility and site appraised by the Industrial Brokerage Firm of Jones and Smith, of New York. They appraised the facility and site with utilities at 1.5 million dollars. The management of Solid State is prepared to offer these facilities to the Tri-County Vocational

School District for one million dollars. These facilities could be converted very economically to meet the demands of an area vocational school at a very little expense to the community. Solid State Electronics makes this offer to the citizens of the tri-county area with the intent to assist the community in meeting its educational needs for persons seeking occupational education.

If the Ad Hoc Committee wishes to investigate the possibilities of purchasing the described property, please call my office and I will be most happy to provide the opportunity for inspection of the property.

Solid State Electronics, Incorporated makes this offer to the citizens of the tri-county area with the intent of contributing to the economic growth and to further its contribution to the area.

Attachment

Turn to Page 59.

In-Basket Item #2

Southern Local School District

Linden, Lafayette

August 1

Mr. Francis Ramey
Assistant State Supervisor
Department of Vocational-Technical Education
State Department of Education
Capital City, Lafayette

Dear Mr. Ramey:

Attached is a copy of a letter from Mr. Dowling of Blue Stone, offering to sell a 20-acre site for the Tri-County Vocational School. I have visited the site and it appears to be a good one.

I also took the liberty of calling the owners of the adjoining land and find that they are unwilling to sell any part of their present holdings.

Mr. Dowling is a prominent man in the Southern School District. He is the proprietor of the local hardware store, a church leader, and served as a school board member for many years. Therefore, if for no other reason than a political point of view, I hope you will give this offer serious consideration.

Thank you.

Sincerely,

Peter Johnson

Peter Johnson
Local Superintendent

Attachment

In-Basket Item #3

21 Main Street
Blue Stone, Lafayette
June 28

Mr. Peter Johnson
Superintendent
Southern Local School District
Linden, Lafayette

Dear Mr. Johnson:

I have been following with interest, the development of the plan for a Tri-County Vocational School. I also realize that in the near future they will be selecting a site for the school.

In light of this, I would appreciate your help in advancing consideration for a site I own.

The site I speak of is 20 acres of rolling land adjacent to the northern corporation limit of Blue Stone. It is readily accessible to Interstate 101. In addition to the land, there is a six-room house, a barn, and several out-buildings. All of the land except for one acre occupied by the buildings has been under tillage.

Gas and electric utilities are available. Water and sewage, however, is another problem. The existing water plant at Blue Stone is over-taxed and village officials are reluctant to expand it. Homes and businesses in this area meet their sewage through septic tanks and small aerator systems.

An additional plus value to this location is the Blue Stone State Park, located just one mile away on the banks of the Madison River. This facility offers an excellent setting for outdoor education.

This site is presently on the market at a price of $80,000. However, due to my interest in education and a desire to get the school in our area, I would be willing to part with it for $72,000.

Sincerely,

Wilbur Dowling

Wilbur Dowling

Turn to Page 62.

INSTRUCTIONS

MR. RAMEY:

TAKE WHATEVER ACTION YOU FEEL IS NECESSARY. USE THE APPROPRIATE FORMS FROM WORKING PAPERS. THEN, PROCEED TO THE FOLLOWING STATEMENT.

- -

Mr. Ramey:

You will be asked next Monday to enumerate the advantages and disadvantages of each of the three sites so far considered. You may find the maps shown in figures 3 through 7 of some help.

Turn to Page 68.

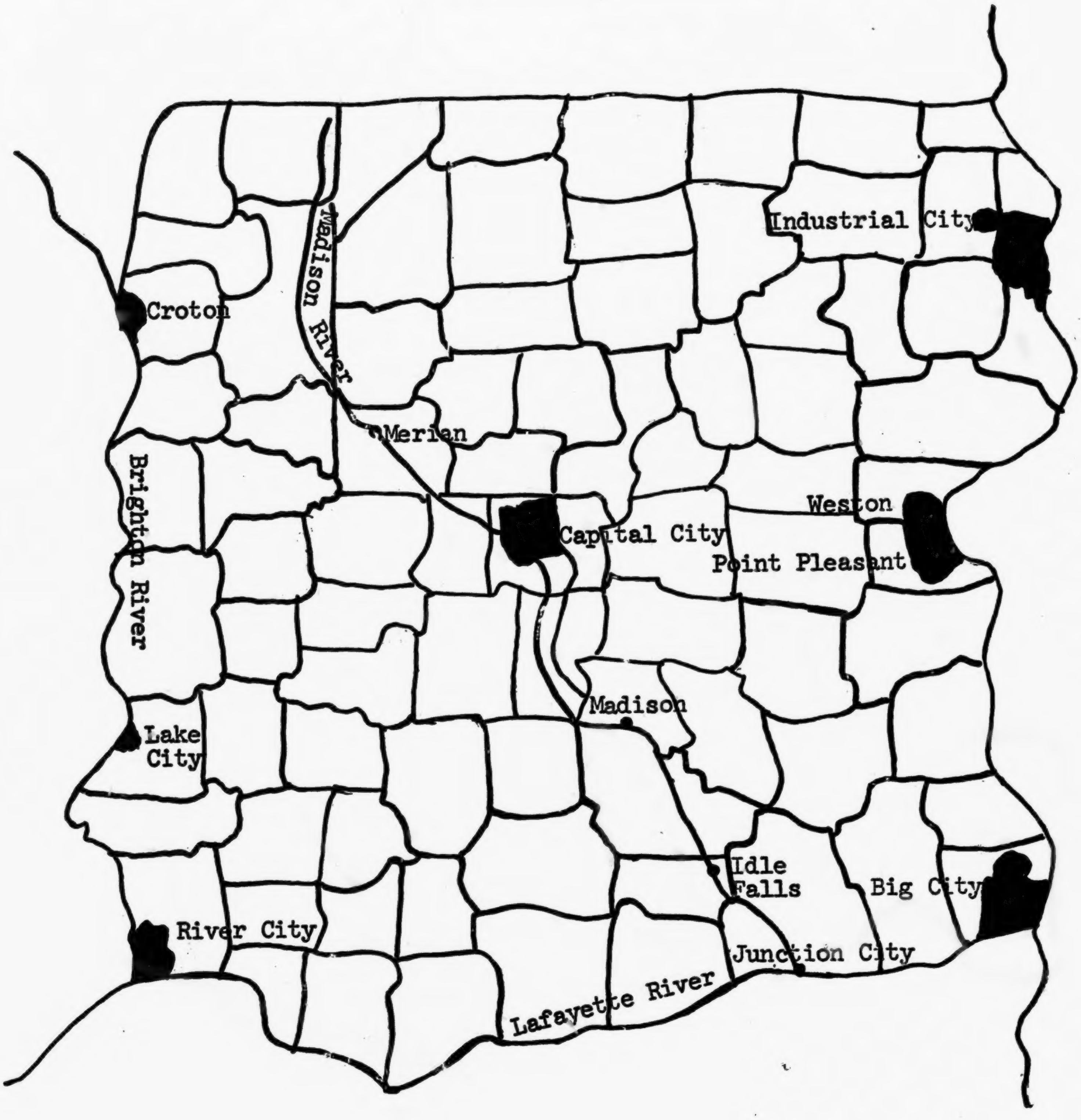
Industrial City
Croton
Madison River
Merian
Brighton River
Weston
Capital City
Point Pleasant
Madison
Lake City
Idle Falls
Big City
River City
Junction City
Lafayette River

Figure 3. State of Lafayette.

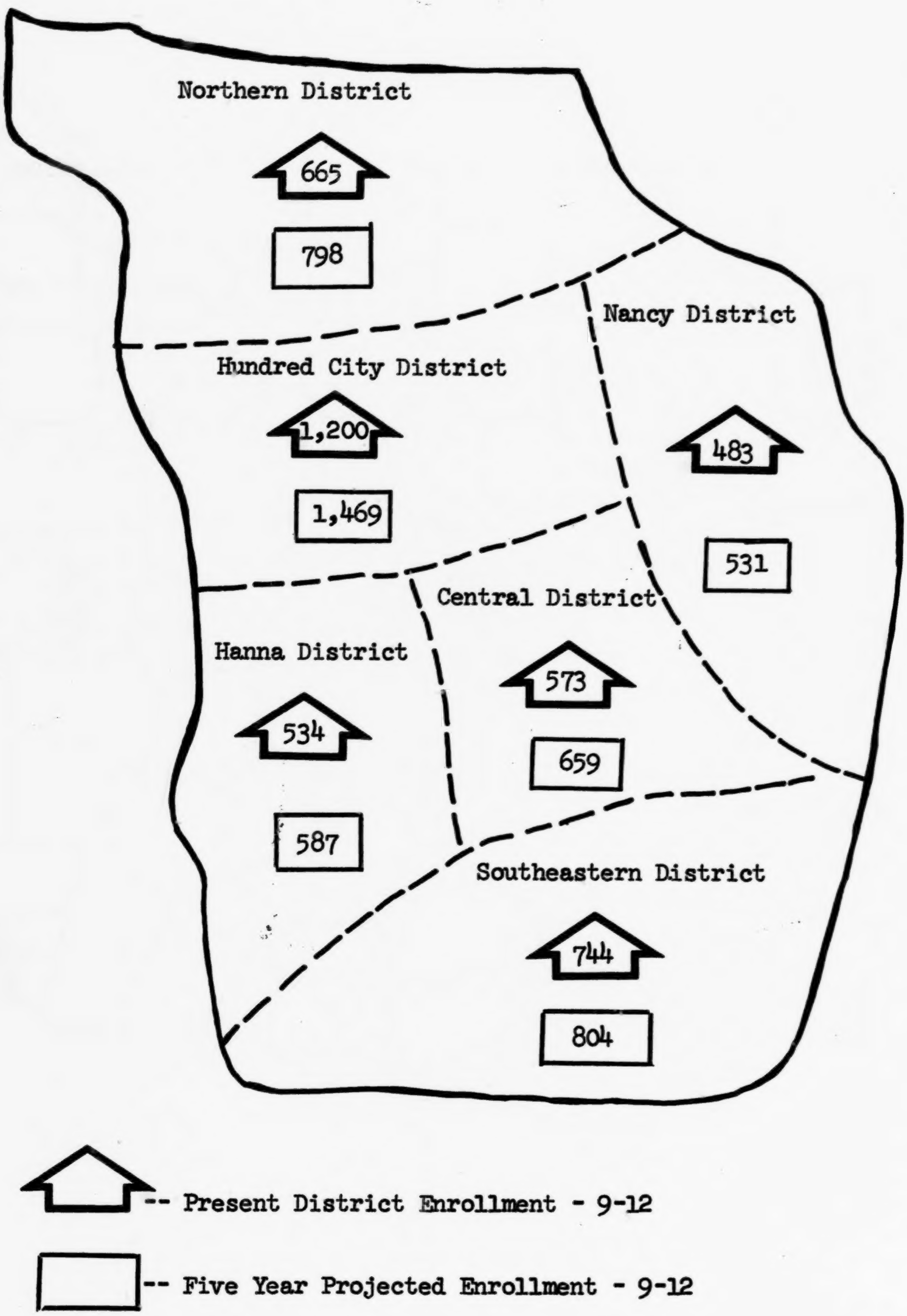
Northern District
665
798
Nancy District
483
531
Hundred City District
1,200
1,469
Central District
573
659
Hanna District
534
587
Southeastern District
744
804
-- Present District Enrollment - 9-12
-- Five Year Projected Enrollment - 9-12

Figure 4. Putnam County; Pupil Population Distribution By School District, Grades 9-12, 1969.

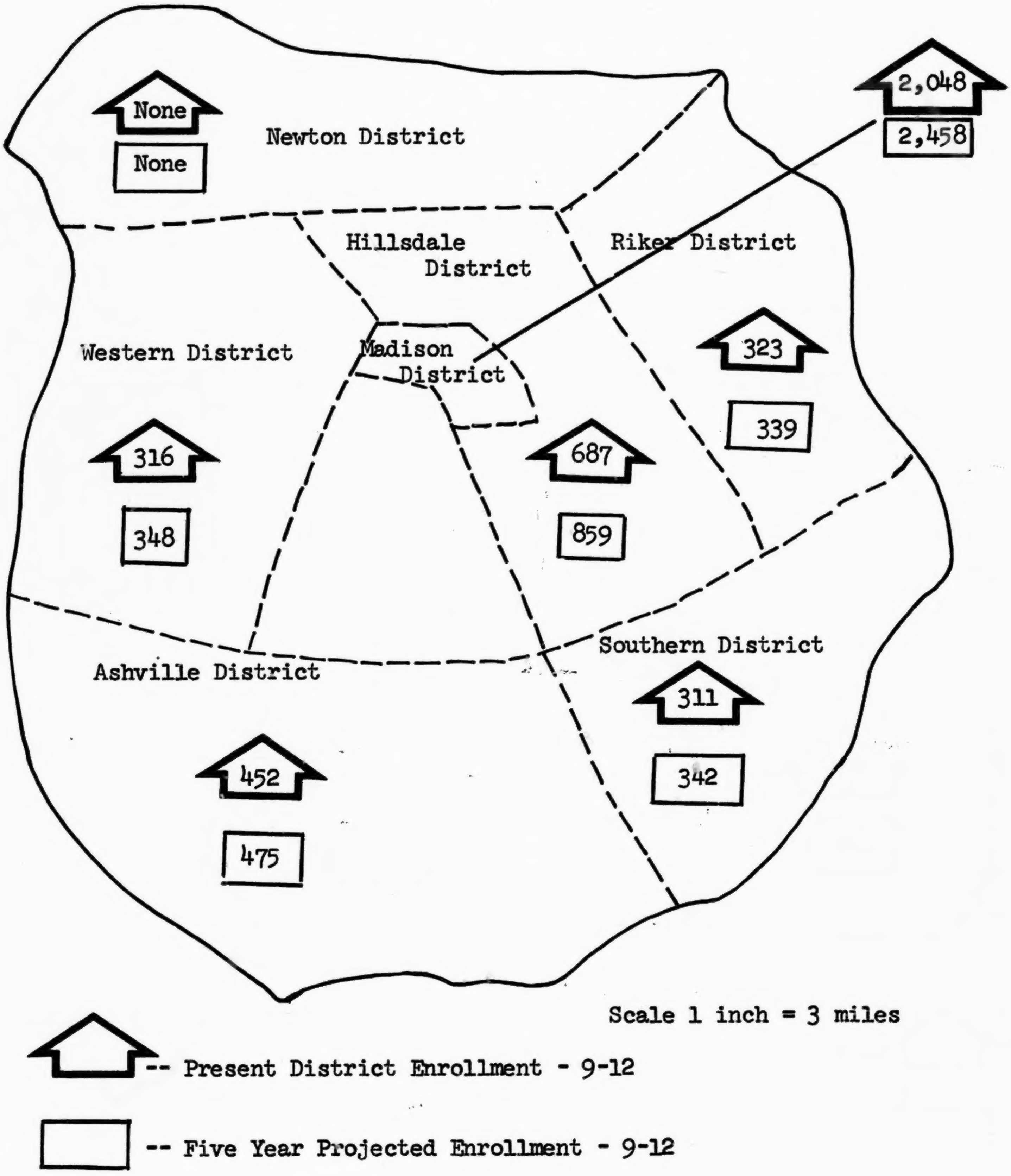
None
None
Newton District
2,048
2,458
Hillsdale District
Riker District
Western District
Madison District
323
339
316
348
687
859
Southern District
Ashville District
311
342
452
475
Scale 1 inch = 3 miles
-- Present District Enrollment - 9-12
-- Five Year Projected Enrollment - 9-12

Figure 5. Washington County; Pupil Population Distribution By School District, Grades 9-12, 1969.

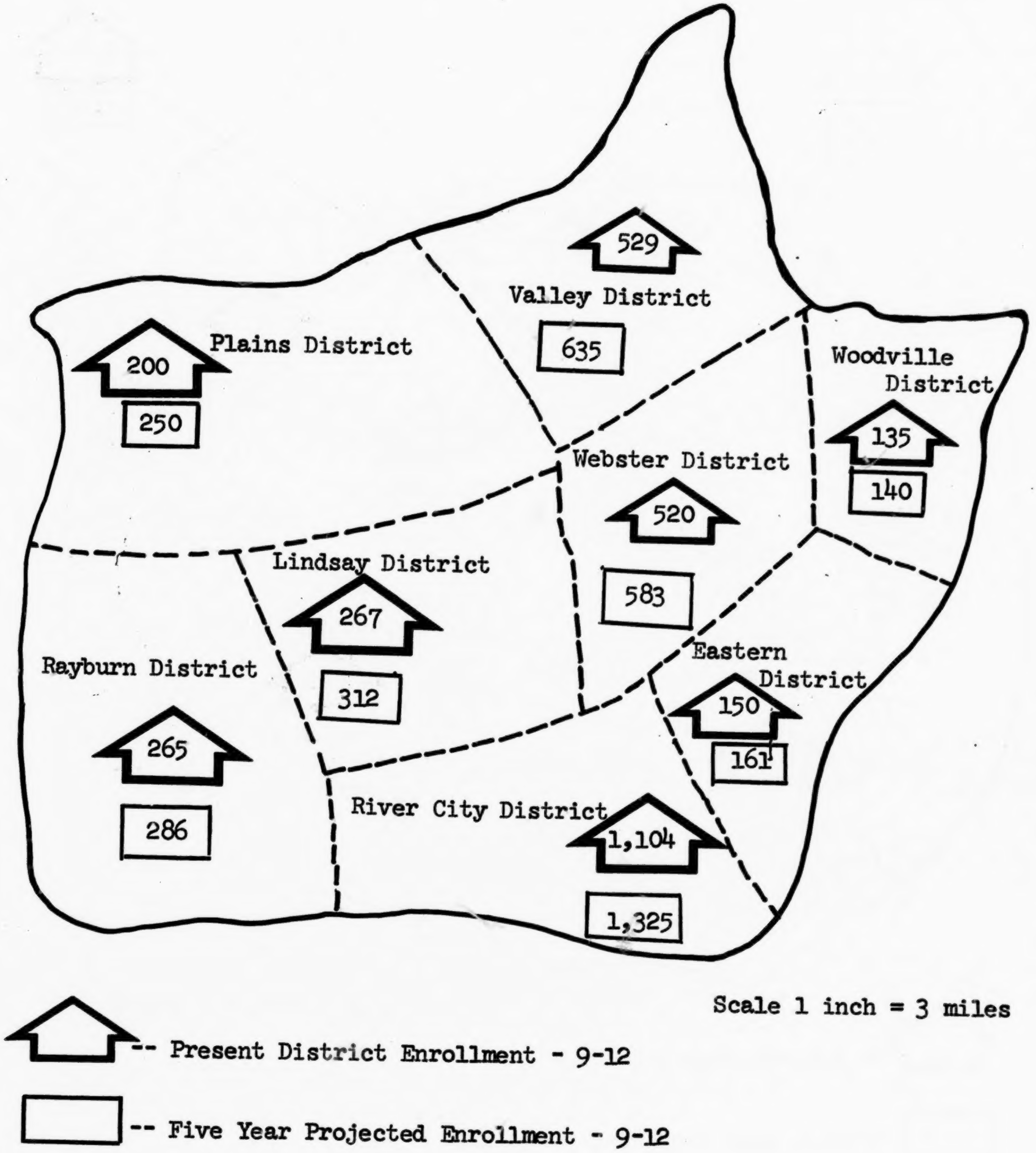
529
Valley District
635
Plains District
200
250
Woodville District
135
140
Webster District
520
583
Lindsay District
267
312
Rayburn District
265
286
Eastern District
150
161
River City District
1,104
1,325
Scale 1 inch = 3 miles
-- Present District Enrollment - 9-12
-- Five Year Projected Enrollment - 9-12

Figure 6. Jackson County; Pupil Population Distribution By School District, Grades 9-12, 1969.

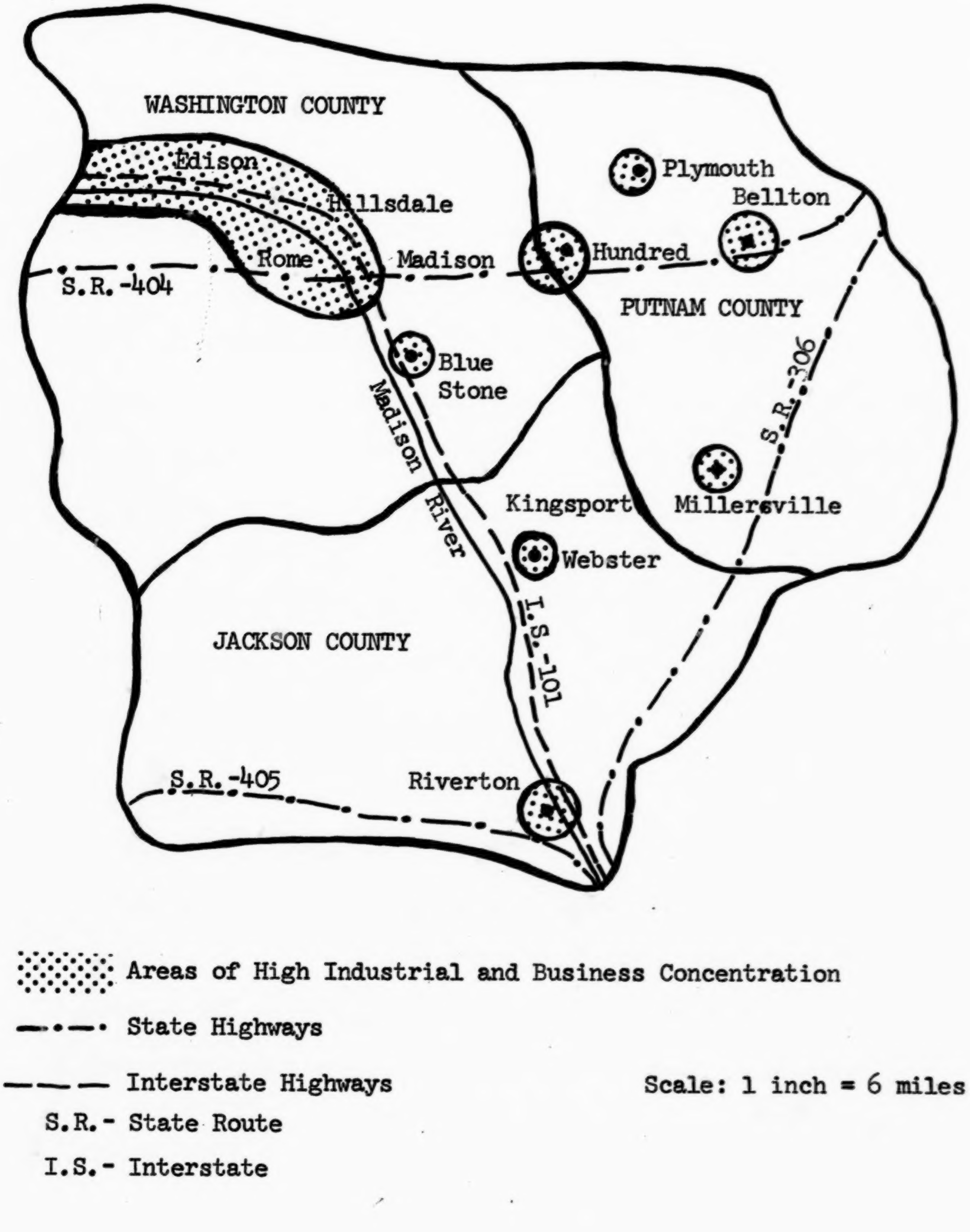
WASHINGTON COUNTY
Edison
Hillsdale
Rome
Madison
S.R. -404
Plymouth
Bellton
Hundred
PUTNAM COUNTY
Blue Stone
Madison River
S.R. 306
Kingsport
Millersville
Webster
JACKSON COUNTY
I.S.-101
S.R. -405
Riverton
Areas of High Industrial and Business Concentration
State Highways
Interstate Highways
S.R.- State Route
I.S.- Interstate
Scale: 1 inch = 6 miles

Figure 7. State of Lafayette,
Counties of Washington, Putnam and Jackson
Showing Areas of Industrial and Business Concentration.

INSTRUCTIONS

MR. RAMEY:

PREPARE A REPORT LISTING THE ADVANTAGES AND DISADVANTAGES OF THE THREE SITES DESCRIBED ON THE FOREGOING PAGES. FOR THE THREE SITES UNDER CONSIDERATION, LIST, FOR EACH, ANY ADDITIONAL INFORMATION WHICH YOU PERSONALLY MAY HAVE TO UNCOVER TO ASSIST YOU IN DECISION-MAKING. USE APPROPRIATE FORMS FROM WORKING PAPERS.

INSTRUCTIONS.

MR. RAMEY:

LIST THE RECOMMENDATIONS YOU WILL MAKE TO THE SITE SELECTION COMMITTEE. ASSUME, EVEN THOUGH YOU MAY NOT HAVE ALL THE INFORMATION YOU THINK YOU NEED, THAT ONE OF THE THREE SITES DESCRIBED MUST BE CHOSEN. LIST YOUR RECOMMENDATIONS ON NOTE FORM FROM WORKING PAPERS.

END OF EXERCISE III

Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION II

FACILITY PLANNING SIMULATION EXERCISE IV-ROLE PLAYING

PRELIMINARY FACILITY PLANNING

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

SIMULATION EXERCISE IV
Preliminary Facilities Planning

Simulation Exercise IV deals with the preliminary planning of the facilities for the Tri-County Vocational School. The district has been formed, a superintendent selected, and preliminary steps taken to bring the joint vocational school into actuality.

Exercise IV is a role-playing exercise requiring five participants. Each participant will assume one of the following roles.

1. Mr. Francis Ramey, Assistant State Supervisor, Department of Facility Planning, Division of Vocational Education, Lafayette State Department of Education.
2. Mr. Mark Miller, Superintendent, Tri-County Vocational District.
3. Dr. Miles Crawford, Professor, School Planning Department, College of Education, Lafayette State University, Capital City, Lafayette.
4. Mr. Joseph Lombardi, Architect, Lombardi and Weber Architects, Big City, Lafayette.
5. Mr. Edward Taylor, Vocational Supervisor, Madison City School District.

Exercise IV

The role playing participants will engage in a preliminary facility planning meeting for the Tri-County Vocational School. Individual role packets will be supplied each participant. Participants should not read the roles of other participants.

- -

INSTRUCTIONS

MR. RAMEY:

YOUR ROLE INFORMATION STARTS ON PAGE 73.

MR. MILLER:

YOUR ROLE INFORMATION STARTS ON PAGE 81.

DR. CRAWFORD:

YOUR ROLE INFORMATION STARTS ON PAGE 90.

MR. LOMBARDI:

YOUR ROLE INFORMATION STARTS ON PAGE 101.

MR. TAYLOR:

YOUR ROLE INFORMATION STARTS ON PAGE 109.

EXERCISE IV
Role Playing - Facilities Planning
Francis Ramey

Mr. Ramey:

Exercise IV is a role-playing exercise requiring five participants. Each participant will assume one of the following roles:

1. Mr. Francis Ramey, Assistant State Supervisor, Department of Facility Planning, Division of Vocational Education, Lafayette State Department of Education.
2. Mr. Mark Miller, Superintendent, Tri-County Vocational District.
3. Dr. Miles Crawford, Professor, School Planning Department, College of Education, Lafayette State University, Capital City, Lafayette.
4. Mr. Joseph Lombardi, Architect, Lombardi and Weber Architects, Big City, Lafayette.
5. Mr. Edward Taylor, Vocational Supervisor, Madison City School District.

Mr. Ramey, as one of the participants you will engage in a preliminary facility planning meeting for the Tri-County Vocational School. Prior to the meeting, you will read the background material for the role you will be playing. To keep the role playing as authentic as possible, you should not read the background materials provided for the other four roles. After

each participant has read the background materials, the simulation exercise can begin.

Turn to Page 75.

Exercise IV-F. Ramey

The tri-county proposal has been approved by the State Board of Education, a tri-county vocational board of education has been appointed, a superintendent for the new district has been selected, and the district is underway.

One of the first actions of the new Board was the appointment of a general advisory committee and appropriate craft committees. In addition, Joseph Lombardi and Associates has been retained as architects and the School Planning Department of Lafayette State University employed as facility planning consultants.

The new superintendent, Mark Miller, has taken hold immediately, and with the help of Dr. Miles Crawford of Lafayette State University has organized to gather information necessary for writing educational specifications to house the program. The instruments selected to gather the information were the Facilities Planning Guides developed at The Center for Vocational and Technical Education. This process has involved vocational instructors in the tri-county area and consultants from outside.

The guides have been completed and analyzed by the Lafayette State University Facility Planning Division.

Exercise IV-F. Ramey

INSTRUCTIONS

MR. RAMEY:

PLEASE READ THE LETTERS ON PAGES 77 AND 79 AND YOUR ROLE DEFINITION ON PAGE 80 IN PREPARATION FOR THE PLANNING MEETING WITH MILLER, LOMBARDI, CRAWFORD, AND TAYLOR.

In-Basket Item #1

TRI-COUNTY JOINT VOCATIONAL SCHOOL DISTRICT
124 South Front Street
Madison, Lafayette

August 11

Mr. Francis Ramey
Assistant State Supervisor
Division of Vocational Education
State Department of Education
Capital City, Lafayette

Dear Mr. Ramey:

I have just received a call from Dr. Crawford and there appear to be some serious problems emerging. As is usually the case, the primary one is lack of adequate funds to provide for everyone's ideal situation.

In our particular case, the requested space and equipment costs amount to 10 percent in excess of the budget estimated in the proposal. I realize the proposal figure was an estimate and that it is reasonable to expect a variation when you get down to hard data. However, a 10 percent differential may provide those opposed to the school a vehicle with which to attack us in the coming bond issue campaign. With this in mind, it appears imperative that we cut the excess back to a maximum of five percent.

As you would expect, this problem is complicated by basic philosophic differences on: 1) open versus closed space; 2) central versus departmental libraries; and 3) shared versus self-contained space for academic classrooms, conference rooms, locker rooms, etc.

Since it is impossible to please everyone, and since I do not wish to arbitrarily make these decisions, I am calling a meeting of key persons at 9:00 a.m. on August 18. Hopefully, this will lead us to some acceptable solutions.

I sincerely hope you will be able to attend and give us the benefit of your experience in these matters.

Sincerely,

Mark Miller

Mark Miller, Superintendent
Tri-County Vocational School
District

cc: Dr. Miles Crawford
School Planning Consultant

Mr. Joseph Lombardi
Architect

Mr. Edward Taylor
Vocational Supervisor
Madison High School

In-Basket Item #2

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

Milford P. Conroy
State Director

M. J. Hiller, Supervisor
Facility Planning Department

August 12

Dr. Miles Crawford
School Planning Department
Lafayette State University
Capital City, Lafayette

Dear Dr. Crawford:

Prior to the preliminary facilities planning meeting scheduled for August 18, I would like to express a concern of our department. A careful and comprehensive survey of the tri-county area revealed absolutely no need for the inclusion of a training program in printing. Yet, I am reasonably certain that the Tri-County Board of Education and Administration will insist that expensive laboratory facilities and equipment be provided for this unneeded course. Their only rationale for such action seems to be a desire to appease a newspaper editor in Madison.

The proposed graphic arts program, of course, fails to meet our requirements for state funding. I am afraid that I will have to reveal this unhappy fact--again--at the meeting on August 18.

I thought that you would like to be advised of this situation in advance. I know that I can count on your support for the elimination of this expensive program for which there would be neither students nor area employment.

Respectfully,

Francis Ramey

Francis Ramey
Assistant State Supervisor
Facility Planning Department

INSTRUCTIONS

FRANCIS RAMEY:

YOUR ROLE IS AN EXTREMELY DELICATE ONE INASMUCH AS YOU MUST DISPLAY LEADERSHIP FOR FORWARD THINKING ABOUT SCHOOL PROGRAMS AND FACILITIES AND AT THE SAME TIME ACT AS A REGULATORY AGENT FOR THE STATE DEPARTMENT.

IN THE LATTER ROLE YOU ARE UNDER DIRECTIONS OF MR. HILLER TO OPPOSE THE INCLUSION OF A PRINTING COURSE AND MUST ADVISE THE PARTICIPANTS THE STATE WILL BE UNABLE TO PROVIDE ADDITIONAL FUNDS BEYOND THOSE ALREADY ALLOCATED.

EXERCISE IV
Role Playing - Facilities Planning
Mark Miller

Mr. Miller:

Exercise IV is a role-playing exercise requiring five participants. Each participant will assume one of the following roles:

1. Mr. Francis Ramey, Assistant State Supervisor, Department of Facility Planning, Division of Vocational Education, Lafayette State Department of Education.
2. Mr. Mark Miller, Superintendent, Tri-County Vocational District.
3. Dr. Miles Crawford, Professor, School Planning Department, College of Education, Lafayette State University, Capital City, Lafayette.
4. Mr. Joseph Lombardi, Architect, Lombardi and Weber Architects, Big City, Lafayette.
5. Mr. Edward Taylor, Vocational Supervisor, Madison City School District.

Mr. Miller, as one of the participants you will engage in a preliminary facility planning meeting for the Tri-County Vocational School. Prior to the meeting, you will read the background material for the role you will be playing. To keep the role playing as authentic as possible, you should not read the background materials provided for the other four roles. After

each participant has read the background materials, the simulation exercise can begin.

Turn to Page 83.

Exercise IV-M. Miller

The tri-county proposal has been approved by the State Board of Education, a tri-county vocational board of education has been appointed, a superintendent for the new district has been selected, and the district is underway.

One of the first actions of the new Board was the appointment of a general advisory committee and appropriate craft committees. In addition, Joseph Lombardi and Associates has been retained as architects and the School Planning Department of Lafayette State University employed as facility planning consultants.

The new superintendent, Mark Miller, has taken hold immediately and with the help of Dr. Miles Crawford of Lafayette State University, has organized to gather information necessary for writing educational specifications to house the program. The instruments selected to gather the information were the Facilities Planning Guides developed at The Center for Vocational and Technical Education. This process has involved vocational instructors in the tri-county area and consultants from outside.

The guides have been completed and analyzed by the Lafayette State University Facility Planning Division.

Exercise IV-M. Miller

INSTRUCTIONS

MR. MILLER:

PLEASE READ THE LETTERS ON PAGES 85, 86, AND 88 AND YOUR ROLE DEFINITION ON PAGE 89 IN PREPARATION FOR THE PLANNING MEETING WITH RAMEY, CRAWFORD, LOMBARDI, AND TAYLOR.

Exercise IV-M. Miller

In-Basket Item #1

THE MADISON EXPRESS
"The Reliable Newspaper"
Madison, Lafayette

August 7

Mr. Mark Miller, Superintendent
Tri-County Vocational School District
124 South Front Street
Madison, Lafayette

Dear Mr. Miller:

I have it on reliable authority that the bureaucrats at Capital City will pressure you to remove printing trades from the new school training programs. Why is it that those people up there always seem to think they know more about our local problems than we do?

We here at the *Express* are carefully preparing a public relations program to convince the tri-city residents of the genuine need for vocational education in our area. I sincerely hope that our local school officials will not allow the state department people to make a decision which will cause us to reevaluate our position on the proposed new vocational school.

Very truly yours,

Abner Adams

Abner Adams
Editor and Publisher

In-Basket Item #2

TRI-COUNTY JOINT VOCATIONAL SCHOOL DISTRICT
124 South Front Street
Madison, Lafayette

August 11

Mr. Francis Ramey
Assistant State Supervisor
Division of Vocational Education
State Department of Education
Capital City, Lafayette

Dear Mr. Ramey:

I have just received a call from Dr. Crawford and there appear to be some serious problems emerging. As is usually the case, the primary one is lack of adequate funds to provide for everyone's ideal situation.

In our particular case, the requested space and equipment costs amount to 10 percent in excess of the budget estimated in the proposal. I realize the proposal figure was an estimate and that it is reasonable to expect a variation when you get down to hard data. However, a 10 percent differential may provide those opposed to the school a vehicle with which to attack us in the coming bond issue campaign. With this in mind, it appears imperative that we cut the excess back to a maximum of five percent.

As you would expect, this problem is complicated by basic philosophic differences on: 1) open versus closed space; 2) central versus departmental libraries; and 3) shared versus self-contained space for academic classrooms, conference rooms, locker rooms, etc.

Since it is impossible to please everyone, and since I do not wish to arbitrarily make these decisions, I am calling a meeting of key persons at 9:00 a.m. on August 18. Hopefully, this will lead us to some acceptable solutions.

I sincerely hope you will be able to attend and give us the benefit of your experience in these matters.

Sincerely,

Mark Miller

Mark Miller, Superintendent
Tri-County Vocational School
District

cc: Dr. Miles Crawford
School Planning Consultant

Mr. Joseph Lombardi
Architect

Mr. Edward Taylor
Vocational Supervisor
Madison High School

In-Basket Item #3

THE TRI-COUNTY VOCATIONAL SCHOOL DISTRICT

Madison, Lafayette

Superintendent
Mark Miller

August 11

Dr. Miles Crawford
Lafayette State University
School Planning Department
Capital City, Lafayette

Dear Dr. Crawford:

I am writing this letter to you in confidence prior to the preliminary facility planning meeting to be held in Capital City on August 18. The way things are shaping up now it seems to me that pressure is going to be applied to have graphic arts removed from the school curriculum in order to save money on space and equipment.

Although none of the initial surveys indicated a need for graphic arts, I feel that it is imperative that the course be included anyway. If graphic arts is not taught in the new school, Mr. Abner Adams, editor and publisher of the Madison Express has threatened to withdraw his editorial support. Believe me, without endorsement from the Express, passage of a levy and bond issue in the tri-county area has the chance of the proverbial snowball.

I feel certain that some pressure may be directed to you to recommend the exclusion of graphic arts from the curriculum on the grounds that it is not needed and such exclusion will result in a substantial financial savings. However, I know that as a former superintendent of schools, you understand the hard realities of local politics. I know that I can count on your support for my position at the August 18 meeting.

Sincerely yours,

Mark Miller

Mark Miller
Superintendent

Exercise IV-M. Miller

INSTRUCTIONS

SUPERINTENDENT MARK MILLER:

YOUR ROLE IS TO CHAIR THE MEETING AND TO MOVE IT ALONG. IT IS ESSENTIAL THAT YOU REMIND THE PARTICIPANTS THAT THEIR ROLE IS ADVISORY AND THAT THE ULTIMATE DECISIONS WILL BE MADE BY THE BOARD OF EDUCATION.

YOUR MAJOR CONCERN IS THE NECESSITY FOR MEETING THE BUDGETARY REQUIREMENTS FOR THE VOCATIONAL-TECHNICAL EDUCATION SCHOOLS. IN ORDER TO DO THIS, YOU FEEL IT IS NECESSARY TO SHARE FACILITIES, PARTICULARLY THE SUBJECT-RELATED AND ACADEMIC CLASSROOMS.

EXERCISE IV
Role Playing - Facilities Planning
Miles Crawford

Dr. Crawford:

Exercise IV is a role-playing exercise requiring five participants. Each participant will assume one of the following roles:

1. Mr. Francis Ramey, Assistant State Supervisor, Department of Facility Planning, Division of Vocational Education, Lafayette State Department of Education.
2. Mr. Mark Miller, Superintendent, Tri-County Vocational District.
3. Dr. Miles Crawford, Professor, School Planning Department, College of Education, Lafayette State University, Capital City, Lafayette.
4. Mr. Joseph Lombardi, Architect, Lombardi and Weber Architects, Big City, Lafayette.
5. Mr. Edward Taylor, Vocational Supervisor, Madison City School District.

Dr. Crawford, as one participant you will engage in a preliminary facility planning meeting for the Tri-County Vocational School. Prior to the meeting, you will read the background material for the role you will be playing. To keep the role playing as authentic as possible, you should not read the background materials provided for the other four roles. After each participant has read the background materials, the simulation exercise can begin.

Turn to Page 92.

Exercise IV-M. Crawford

The tri-county proposal has been approved by the State Board of Education, a tri-county vocational board of education has been appointed, a superintendent for the new district has been selected, and the district is underway.

One of the first actions of the new Board was the appointment of a general advisory committee and appropriate craft committees. In addition, Joseph Lombardi and Associates has been retained as architects and the School Planning Department of Lafayette State University employed as facility planning consultants.

The new superintendent, Mark Miller, has taken hold immediately and with the help of Dr. Miles Crawford of Lafayette State University has organized to gather information necessary for writing education specifications to house the program. The instruments selected to gather the information were the Facilities Planning Guides developed at The Center for Vocational and Technical Education. This process has involved vocational instructors in the tri-county area and consultants from outside.

The guides have been completed and analyzed by the Lafayette State University Facility Planning Division.

INSTRUCTIONS

DR. CRAWFORD:

PLEASE READ THE LETTERS ON PAGES 94, 96, AND 97 AND THE MEMORANDUM ON PAGE 98 AND YOUR ROLE DEFINITION ON PAGE 100 IN PREPARATION FOR THE PLANNING MEETING WITH RAMEY, MILLER, LOMBARDI, AND TAYLOR.

In-Basket Item #1

TRI-COUNTY JOINT VOCATIONAL SCHOOL DISTRICT
124 South Front Street
Madison, Lafayette

August 11

Mr. Francis Ramey
Assistant State Supervisor
Division of Vocational Education
State Department of Education
Capital City, Lafayette

Dear Mr. Ramey:

I have just received a call from Dr. Crawford and there appear to be some serious problems emerging. As is usually the case, the primary one is lack of adequate funds to provide for everyone's ideal situation.

In our particular case, the requested space and equipment costs amount to 10 percent in excess of the budget estimated in the proposal. I realize the proposal figure was an estimate and that it is reasonable to expect a variation when you get down to hard data. However, a 10 percent differential may provide those opposed to the school a vehicle with which to attack us in the coming bond issue campaign. With this in mind, it appears imperative that we cut the excess back to a maximum of five percent.

As you would expect, this problem is complicated by basic philosophic differences on: 1) open versus closed space; 2) central versus departmental libraries; and 3) shared versus self-contained space for academic classrooms, conference rooms, locker rooms, etc.

Since it is impossible to please everyone, and since I do not wish to arbitrarily make these decisions, I am calling a meeting of key persons at 9:00 a.m. on August 18. Hopefully, this will lead us to some acceptable solutions.

I sincerely hope you will be able to attend and give us the benefit of your experience in these matters.

Sincerely,

Mark Miller

Mark Miller, Superintendent
Tri-County Vocational School
District

cc: Dr. Miles Crawford
School Planning Consultant

Mr. Joseph Lombardi
Architect

Mr. Edward Taylor
Vocational Supervisor
Madison High School

In-Basket Item #2

LAFAYETTE STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

Milford P. Conroy
State Director

M. J. Hiller, Supervisor
Facility Planning Department

August 12

Dr. Miles Crawford
School Planning Department
Lafayette State University
Capital City, Lafayette

Dear Dr. Crawford:

Prior to the preliminary facilities planning meeting, scheduled for August 18, I would like to express a concern of our department. A careful and comprehensive survey of the tri-county area revealed absolutely no need for the inclusion of a training program in printing. Yet, I am reasonably certain that the Tri-County Board of Education and Administration will insist that expensive laboratory facilities and equipment be provided for this unneeded course. Their only rationale for such action seems to be a desire to appease a newspaper editor in Madison.

The proposed printing program, of course, fails to meet our requirements for state funding. I am afraid that I will have to reveal this unhappy fact--again--at the meeting on August 18.

I thought that you would like to be advised of this situation in advance. I know that I can count on your support for the elimination of this expensive program for which there would be neither students nor area employment.

Respectfully,

Francis Ramey

Francis Ramey
Assistant State Supervisor
Facility Planning Department

Exercise IV-M. Crawford

In-Basket Item #3

THE TRI-COUNTY VOCATIONAL SCHOOL DISTRICT
Madison, Lafayette

Superintendent
Mark Miller

August 11

Dr. Miles Crawford
Lafayette State University
School Planning Department
Capital City, Lafayette

Dear Dr. Crawford:

I am writing this letter to you in confidence prior to the preliminary facility planning meeting to be held in Capital City on August 18. The way things are shaping up now it seems to me that pressure is going to be applied to have printing removed from the school curriculum in order to save money on space and equipment.

Although none of the initial surveys indicated a need for printing, I feel that it is imperative that the course be included anyway. If it is not taught in the new school, Mr. Abner Adams, editor and publisher of the _Madison Express_ has threatened to withdraw his editorial support. Believe me, without endorsement from the _Express_, passage of a levy and bond issue in the tri-county area has the chance of the proverbial snowball.

I feel certain that some pressure may be directed to you to recommend the exclusion of printing from the curriculum on the grounds that it is not needed and such exclusion will result in a substantial financial savings. However, I know that as a former superintendent of schools, you understand the hard realities of local politics. I know that I can count on your support for my position at the August 18 meeting.

Sincerely,

Mark Miller

Mark Miller
Superintendent

In-Basket Item #4

LAFAYETTE STATE UNIVERSITY
College of Education
School Planning Department

MEMORANDUM

To: Dr. Miles Crawford   Date: August 1

From: Dr. Hugh Zollinger   Subject: Facility planning
Department Head   for Tri-County Vocational School

You asked me to offer any suggestions I might have on economy of planning the Tri-County Vocational School. So, here goes.

1. Libraries - A central, well equipped learning materials center would be less expensive than individual subject areas libraries and would be more adaptable to future changes in the educational program.

2. Small and Large Group Instruction Areas - It would seem to me that considerable savings can be realized by the sharing of lecture and seminar rooms by all subject areas. Providing separate rooms for each subject area results in many of these rooms being unused during much of the school day.

3. Equipment Sharing and Clustering - There are certain kinds of equipment which are used commonly by a number of occupational training programs. This equipment can be located for common usage and thereby effect a savings as fewer total pieces of equipment will have to be purchased.

4. Community Laboratories - It is conceivable that certain kinds of skills can be taught in "on the job" cooperative work programs. The district should investigate this possibility to avoid duplicating training facilities already available.

5. Micro Equipment - I am of the opinion that many vocational skills can be taught on smaller, less expensive equipment than ordinarily used by industry.

6. Modular Scheduling - The kind of careful scheduling required for time modules can result in better overall utilization of facilities. Such scheduling should suggest areas of the school plant which best lend themselves to common use by all students.

I hope that you find these "top-of-the-head" suggestions of some value, Miles.

Exercise IV-M. Crawford

INSTRUCTIONS

DR. MILES CRAWFORD, FACILITY PLANNING CONSULTANT:

YOUR ROLE IS TO OBJECT STRONGLY TO FINANCIAL RESTRICTIONS BEING PLACED ON THE PROJECT AT THIS STAGE. YOU WILL PROBABLY WANT TO REMIND THE PARTICIPANTS THAT ONE OF THE PURPOSES OF PRELIMINARY PLANNING IS TO DETERMINE THE FACILITIES REQUIRED FOR THE PROGRAM AND THE COST OF SUCH FACILITIES. THEN, AND ONLY THEN, SHOULD THE AMOUNT OF THE BOND ISSUE BE DETERMINED.

ON THE OTHER ISSUES, PLAY IT AS YOU SEE IT.

EXERCISE IV
Role Playing - Facilities Planning
Joseph Lombardi

Mr. Lombardi:

Exercise IV is a role-playing exercise requiring five participants. Each participant will assume one of the following roles:

1. Mr. Francis Ramey, Assistant State Supervisor, Department of Facility Planning, Division of Vocational Education, Lafayette State Department of Education.
2. Mr. Mark Miller, Superintendent, Tri-County Vocational District.
3. Dr. Miles Crawford, Professor, School Planning Department, College of Education, Lafayette State University, Capital City, Lafayette.
4. Mr. Joseph Lombardi, Architect, Lombardi and Weber Architects, Big City, Lafayette.
5. Mr. Edward Taylor, Vocational Supervisor, Madison City School District.

Mr. Lombardi, as one of the participants you will engage in a preliminary facility planning meeting for the Tri-County Vocational School. Prior to the meeting, you will read the background material for the role you will be playing. To keep the role playing as authentic as possible, you should not read the background materials provided for the other four roles. After

each participant has read the background materials, the simulation exercise can begin.

Turn to Page 103.

Exercise IV-J. Lombardi

The tri-county proposal has been approved by the State Board of Education, a tri-county vocational board of education has been appointed, a superintendent for the new district has been selected, and the district is underway.

One of the first actions of the new Board was the appointment of a general advisory committee and appropriate craft committees. In addition, Joseph Lombardi and Associates has been retained as architects and the School Planning Department of Lafayette State University employed as facility planning consultants.

The new superintendent, Mark Miller, has taken hold immediately and with the help of Dr. Miles Crawford of Lafayette State University has organized to gather information necessary for writing educational specifications to house the program. The instruments selected to gather the information were the Facilities Planning Guides developed at The Center for Vocational and Technical Education. This process has involved vocational instructors in the tri-county area and consultants from outside.

The guides have been completed and analyzed by the Lafayette State University Facility Planning Division.

INSTRUCTIONS

MR. LOMBARDI:

PLEASE READ THE LETTER ON PAGE 105 AND MATERIAL ON PAGE 107 AND YOUR ROLE DEFINITION ON PAGE 108 IN PREPARATION FOR YOUR MEETING WITH RAMEY, MILLER, CRAWFORD, AND TAYLOR.

In-Basket Item #1

TRI-COUNTY JOINT VOCATIONAL SCHOOL DISTRICT
124 South Front Street
Madison, Lafayette

August 11

Mr. Francis Ramey
Assistant State Supervisor
Division of Vocational Education
State Department of Education
Capital City, Lafayette

Dear Mr. Ramey:

I have just received a call from Dr. Crawford and there appear to be some serious problems emerging. As is usually the case, the primary one is lack of adequate funds to provide for everyone's ideal situation.

In our particular case, the requested space and equipment costs amount to 10 percent in excess of the budget estimated in the proposal. I realize the proposal figure was an estimate and that it is reasonable to expect a variation when you get down to hard data. However, a 10 percent differential may provide those opposed to the school a vehicle with which to attack us in the coming bond issue campaign. With this in mind, it appears imperative that we cut the excess back to a maximum of five percent.

As you would expect, this problem is complicated by basic philosophic differences on: 1) open versus closed space; 2) central versus departmental libraries; and 3) shared versus self-contained space for academic classrooms, conference rooms, locker rooms, etc.

Since it is impossible to please everyone, and since I do not wish to arbitrarily make these decisions, I am calling a meeting of key persons at 9:00 a.m. on August 18. Hopefully, this will lead us to some acceptable solutions.

I sincerely hope you will be able to attend and give us the benefit of your experience in these matters.

Sincerely,

Mark Miller

Mark Miller, Superintendent
Tri-County Vocational School
District

cc: Dr. Miles Crawford
School Planning Consultant

Mr. Joseph Lombardi
Architect

Mr. Edward Taylor
Vocational Supervisor
Madison High School

Exercise IV-J. Lombardi

Mr. Lombardi:

These facility design concepts may be discussed.

Open versus closed space.

You may wish to advise the group that there is little or no difference in the cost of open and closed spaces. It might be important to interject the point that it is not necessarily an either-or situation. Some areas of vocational education are amenable to open space whereas others may not be.

Central versus departmental libraries.

In this matter, you point out that this decision involves a cost differential in favor of a central library. This is more an educational decision that must be settled by the educators.

Sharing of facilities.

There are several points which you may wish to interject in helping the group reach a decision.

> The concept of clustering related instructional spaces permits the architect more flexibility in design. For instance, it makes it possible to provide movable partitions to adapt for both large and small group instructions. It would also permit dropping the roof line in this area, thereby, saving cubic footage and reducing cost. On the other hand, it would require additional square footage in hall space and might well create problems of circulation.

INSTRUCTIONS

ARCHITECT JOSEPH LOMBARDI:

YOUR ROLE IN THIS MEETING IS TO SERVE AS A RESOURCE PERSON TO THE GROUP. YOU DO NOT TAKE SIDES, BUT RATHER YOU IDENTIFY THE ALTERNATIVES.

AT THE VERY OUTSET OF THE MEETING, IT IS IMPORTANT THAT YOU EXPLAIN THE CONSTRAINTS IMPOSED ON THE ARCHITECT IN DESIGNING A BUILDING. THEY ARE NAMELY THREE:

1. CUBIC OR SQUARE FOOTAGE REQUIRED BY STATE REGULATIONS AND LICENSING AGENCIES OR LOCAL SCHOOL AUTHORITIES;
2. FUNDS AVAILABLE; AND
3. BUILDING MATERIALS.

YOU POINT OUT THAT IF THE FUNDS ARE FIXED, THERE ARE TWO POSSIBLE POINTS FOR ADJUSTMENT, THE CUBIC OR SQUARE FOOTAGE AND BUILDING MATERIALS. SUGGEST THAT BOTH SHOULD BE CONSIDERED IN TRYING TO RESOLVE THE COST PROBLEM.

EXERCISE IV
Role Playing - Facilities Planning
Edward Taylor

Mr. Taylor:

Exercise IV is a role-playing exercise requiring five participants. Each participant will assume one of the following roles:

1. Mr. Francis Ramey, Assistant State Supervisor, Department of Facility Planning, Division of Vocational Education, Lafayette State Department of Education.
2. Mr. Mark Miller, Superintendent, Tri-County Vocational District.
3. Dr. Miles Crawford, Professor, School Planning Department, College of Education, Lafayette State University, Capital City, Lafayette.
4. Mr. Joseph Lombardi, Architect, Lombardi and Weber Architects, Big City, Lafayette.
5. Mr. Edward Taylor, Vocational Supervisor, Madison City School District.

Mr. Taylor, as one of the participants you will engage in a preliminary facility planning meeting for the Tri-County Vocational School. Prior to the meeting, you will read the background material for the role you will be playing. To keep the role playing as authentic as possible, you should not read the background materials provided for the other four roles. After each participant has read the background materials, the simulation exercise can begin.

Turn to Page 111.

Exercise IV-E. Taylor

The tri-county proposal has been approved by the State Board of Education, a tri-county vocational board of education has been appointed, a superintendent for the new district has been selected, and the district is underway.

One of the first actions of the new Board was the appointment of a general advisory committee and appropriate craft committees. In addition, Joseph Lombardi and Associates has been retained as architects and the School Planning Department of Lafayette State University employed as facility planning consultants.

The new superintendent, Mark Miller, has taken hold immediately and with the help of Dr. Miles Crawford of Lafayette State University has organized to gather information necessary for writing educational specifications to house the program. The instruments selected to gather the information were the Facilities Planning Guides developed at The Center for Vocational and Technical Education. This process has involved vocational instructors in the tri-county area and consultants from outside.

The guides have been completed and analyzed by the Lafayette State University Facility Planning Division.

INSTRUCTIONS

MR. TAYLOR:

PLEASE READ THE LETTER ON PAGE 113 AND YOUR ROLE DEFINITION ON PAGE 115 IN PREPARATION FOR THE MEETING WITH RAMEY, CRAWFORD, MILLER, AND LOMBARDI.

In-Basket Item #1

TRI-COUNTY JOINT VOCATIONAL SCHOOL DISTRICT
124 South Front Street
Madison, Lafayette

August 11

Mr. Francis Ramey
Assistant State Supervisor
Division of Vocational Education
State Department of Education
Capital City, Lafayette

Dear Mr. Ramey:

I have just received a call from Dr. Crawford and there appear to be some serious problems emerging. As is usually the case, the primary one is lack of adequate funds to provide for everyone's ideal situation.

In our particular case, the requested space and equipment costs amount to 10 percent in excess of the budget estimated in the proposal. I realize the proposal figure was an estimate and that it is reasonable to expect a variation when you get down to hard data. However, a 10 percent differential may provide those opposed to the school a vehicle with which to attack us in the coming bond issue campaign. With this in mind, it appears imperative that we cut the excess back to a maximum of five percent.

As you would expect, this problem is complicated by basic philosophic differences on: 1) open versus closed space; 2) central versus departmental libraries; and 3) shared versus self-contained space for academic classrooms, conference rooms, locker rooms, etc.

Since it is impossible to please everyone, and since I do not wish to arbitrarily make these decisions, I am calling a meeting of key persons at 9:00 a.m. on August 18. Hopefully, this will lead us to some acceptable solutions.

I sincerely hope you will be able to attend and give us the benefit of your experience in these matters.

Sincerely,

Mark Miller

Mark Miller, Superintendent
Tri-County Vocational School
District

cc: Dr. Miles Crawford
School Planning Consultant

Mr. Joseph Lombardi
Architect

Mr. Edward Taylor
Vocational Supervisor
Madison High School

INSTRUCTIONS

EDWARD TAYLOR, MADISON HIGH VOCATIONAL SUPERVISOR:

YOUR ROLE IS COMPLETELY UNSTRUCTURED. LET YOUR PERSONAL FEELINGS GUIDE YOUR BEHAVIOR.

Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION III

PROPOSAL FOR A TRI-COUNTY AREA VOCATIONAL SCHOOL DISTRICT

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

Proposal
For
Tri-County Area
Vocational School District

Washington County
Putnam County
Jackson County

State of Lafayette

Washington County Schools
Third and Vine Streets
Madison, Lafayette

Office of the Superintendent

January 24

Dr. Edward Willis
Superintendent of Public Instruction
State Department of Education
State of Lafayette
Capital City, Lafayette

Dear Dr. Willis:

Some two years ago, the Division of Vocational Education, State Department of Education, assisted the 22 school districts in Washington, Putnam, and Jackson Counties in a study of vocational education needs. Since that time, there has been a growing interest in providing additional vocational education opportunities for non-college-bound youth.

The "discussion sessions" which have taken place during the past two years with leaders of business, industry, agriculture, social agencies, and service organizations lead us to believe there is a strong interest in expanded and improved occupational preparation programs for youth and adults in the three counties.

We have every reason to believe the approval and implementation of the enclosed plan will meet a high degree of acceptance and participation by residents of the tri-county area.

Please consider this letter an application to the State Department of Education for consideration and approval of an area vocational school to serve the school districts of Washington, Putnam, and Jackson Counties. Each of the 22 school districts involved has officially indorsed the plan through board of education action.

Sincerely,

Richard Mann

Richard Mann, County Supt.
Washington County

James Hinckle

James Hinckle, County Supt.
Putnam County

Ralph Jorgensen

Ralph Jorgensen, County Supt.
Jackson County

Enclosure

INTRODUCTION

The tri-county area, consisting of Washington, Putnam, and Jackson Counties, reveals a social, economic, and cultural pattern typical of rural areas. Together they have a resident population of 150,649.

Only one area reveals a tendency toward urbanization. This area is found in the Madison/Hillsdale/Rome complex of Washington County, which contains approximately 29 percent of the total population of the tri-county area. In spite of its rural nature, over 900 business and industrial firms are operating in the tri-county area. These business and industrial firms provide a wide range of occupational opportunities.

Population growth in the area has been relatively light. Census data show Washington County increasing 22 percent, Putnam 16.8 percent, and Jackson 16.5 percent over the 10-year period between 1950 and 1960.

Table I indicates present student enrollments in the three counties.

TABLE I. TOTAL STUDENT ENROLLMENT
Grades 9-12 - Participating Districts
(By Grade Level and Sex)

Washington County School Districts		9	10	11	12	Total
Ashville	B*	65	60	55	50	230
	G*	62	58	53	49	222
Hillsdale	B	94	87	80	74	335
	G	99	91	84	78	352
Madison City	B	355	331	306	280	1,272
	G	345	319	294	270	1,228
Riker	B	43	40	37	34	154
	G	47	44	41	37	169
Rome City	B	116	107	99	90	412
	G	107	100	92	86	385
Southern	B	41	38	35	32	146
	G	47	42	40	36	165
Western	B	43	41	37	34	155
	G	45	42	38	36	161
TOTAL	B	757	704	649	594	2,704
	G	752	696	642	592	2,682
GRAND TOTAL		1,509	1,400	1,291	1,186	5,386

Putnam County School Districts		9	10	11	12	Total
Central	B	82	76	70	64	292
	G	78	73	68	62	281
Hanna	B	74	68	63	57	262
	G	76	71	65	60	272
Nancy	B	67	62	57	52	238
	G	68	64	59	54	245
Northern	B	94	87	81	74	336
	G	92	86	79	72	329

*B = Boys; G = Girls.

Putnam County School Districts (continued)		9	10	11	12	Total
Southeastern	B	106	98	90	84	378
	G	102	95	89	80	366
Century City	B	156	150	155	138	599
	G	159	160	150	132	601
TOTAL	B	579	541	516	469	2,105
	G	575	549	510	460	2,094
GRAND TOTAL		1,154	1,090	1,026	929	4,199

Jackson County School Districts		9	10	11	12	Total
Eastern	B	21	20	18	17	76
	G	21	19	18	16	74
Lindsay	B	35	34	32	29	130
	G	40	35	32	30	137
Plains	B	29	27	24	22	102
	G	27	25	24	22	98
Rayburn	B	37	35	32	29	133
	G	37	34	32	29	132
Riverton	B	160	149	138	126	573
	G	149	138	127	117	531
Valley	B	76	71	65	58	270
	G	72	67	62	58	259
Woodville	B	17	18	17	14	66
	G	21	17	15	16	69
Webster	B	72	69	61	58	260
	G	74	66	64	56	260
TOTAL	B	447	423	387	353	1,610
	G	441	401	374	344	1,560
GRAND TOTAL		888	824	761	697	3,170
SUMMARY (Tri-County)	B	1,783	1,668	1,552	1,416	6,419
	G	1,768	1,646	1,526	1,396	6,336
TOTAL		3,551	3,314	3,078	2,812	12,755

VOCATIONAL CURRICULUM PROPOSED FOR THE TRI-COUNTY VOCATIONAL SCHOOL DISTRICT

The course offerings and curricular areas suggested in this proposal should under no circumstances be construed as being firm and final. They are given only to serve as a guide for making curriculum determinations.

The proposed course offerings listed in Table II resulted from a consolidation of data from three sources: 1) a listing of proposed occupational preparation programs in the "Vocational Education Community Report" compiled by the Division of Vocational Education, Lafayette State Department of Education; 2) personal consultations with tri-county guidance counselors and local superintendents; and 3) visitations and conferences with key personnel at existing area vocational schools in the state.

The suggestions and insights gathered from the foregoing sources were studied carefully with local superintendents, guidance counselors, and high school principals. A final revision was then made.

It is imperative that the training programs suggested herein remain somewhat tentative and that final determinations be based to some degree upon the needs and expressed interests of students. Inasmuch as the initiation of an on-going program may be as long as two or two and one-half years away, employment opportunities could possibly change quite drastically in some areas. We plan to utilize numerous techniques (e.g., sub-committees for each area, Lafayette State Employment Service, Association of Trade and Industry, Tri-County Industrial Development Departments, etc.) to keep abreast of labor market and employment demands.

PLAN FOR PROVIDING HOUSING AND EQUIPMENT

There are, at present, no buildings available in the area that could provide adequate housing at a suitable location for the comprehensive vocational program as proposed in this plan. Therefore, it is anticipated that new buildings will have to be constructed.

Sites are available in this area for locating the proposed vocational school. Accessibility, site preparation, utilities, topography, and cost will be among criteria carefully considered in the final selection.

The building, or buildings, will include complete facilities, materials, and equipment for a comprehensive vocational program with related academic disciplines, administrative and guidance services, instructional materials, health services, and food

TABLE II. CURRICULAR AREAS AND VOCATIONAL EDUCATION. PROPOSED OFFERINGS

Course	Grade Level	Enrollment Norm.	Enrollment Max.	Vocational Units
AGRICULTURE				
Agribusiness (to include Produce Processing)	12	15	25	1
Agriculture Equipment (large and small)	11-12	40	50	2
Horticulture (to include landscaping, turf and sod management)	11-12	40	50	2
BUSINESS AND OFFICE				
High-Skill Stenography	11-12	40	50	2
Account Clerk	11-12	40	50	2
Cooperative Office Education	12	20	25	1
Senior Intensive Core (Bus. and Off. Occup.)	12	20	25	1
Entry Business Data Processing	11-12	40	50	2
DISTRIBUTIVE				
Distributive Education	12	50	80	2
HOME ECONOMICS AND HEALTH				
Child Care Assistants and Aides	11-12	55	50	2
Homemakers Assistants and Nursing Home Aides	11-12	20	25	1
Food Service (Commercial Food Production)	11-12	40	50	2

TABLE II. (CONTINUED).

TRADE & INDUSTRIAL

Course	Grade Level	Enrollment Norm.	Max.	Vocational Units
Auto Body	11-12	40	50	2
Auto Mechanics	11-12	40	50	2
Carpentry	11-12	40	50	2
Cosmetology	11-12	40	50	2
Drafting	11-12	40	50	2
Electronics	11-12	40	50	2
Electricity	11-12	20	25	1
Machine Shop	11-12	40	50	2
Occupational Work Experience	11-12	40	50	2
Printing	11-12	40	50	2
Sheet metal/Welding	11-12	40	50	2
Totals		840	1,055	41

The figures reported and used in the plan have been gleaned from the best state and local estimates available.

service. The facility will be large enough to adequately house 1,000 students enrolled in 40 programs in the five broad fields of vocational education. The projected total usable floor space required will exceed 100,000 square feet.

TRANSPORTATION PLAN

It will be the responsibility of each participating district to develop and submit plans to the Tri-County Board of Education for approval for transporting pupils to and from the vocational school. In the case of cooperative work programs, plans for transporting students to and from cooperating agencies will be developed jointly by the vocational school, students and the agencies involved. Inasmuch as the final responsibility for transportation may rest with the student, adequate parking facilities will be made available for student parking.

PLAN FOR ADMINISTRATION AND SPECIAL SERVICES

Administration

As provided by law, the area vocational school shall be administered by a nine-member Board of Education. The nine-member board shall consist of three members from each of the participating counties. At the time of the creation of the board, the length of term of each appointed member shall be determined by lot, so that four will serve approximately one year, and five, two years. Upon completion of appointed terms, said positions will be filled by election within the appropriate county.

The Board of Education of the Tri-County Area Vocational School will employ a chief administrator for the district. Other personnel to be employed are:

Director of Vocational School

Two (2) Education Supervisors
  a. Vocational Supervisor
  b. Academic Supervisor

Three (3) Vocational Education Counselors

One (1) Librarian

Teachers - Vocational and Academic

Non-certificated Personnel
  a. Secretaries
  b. Custodians

c. Cafeteria Personnel
d. School Nurse

Special Services

1. Guidance counselors in the participating districts will be utilized in screening applicants for the Area Vocational School in cooperation with the counselors of the Area Vocational School.

2. The Area Vocational School District will avail itself of present and future services of the three county superintendents' offices, e.g., film library, psychological services, data processing, instructional supervision, etc.

3. Vocational education counselors will be employed by the Area Vocational School in a ratio of 400/1 to work with principals and counselors in the participating districts and with students and parents.

4. A full-time nurse will be employed by the Area Vocational School District.

SUGGESTED FINANCIAL PLAN

The proposed financial plan has been developed with the realization that it is difficult to predict with a high degree of accuracy such fluctuating factors as building costs, materials and equipment costs, salaries, bond interest, and operational costs two years in advance.

The assessed valuation of all participating districts is estimated at $606,343,000 and is shown in Table III.

Operating Costs and Operating Levy. The estimated annual operating cost of the proposed area vocational school is $362,500. Details of this projected expenditure are shown in Exhibit 1. Based on the estimated annual operating cost, a local operating levy of 0.65 mills will be required to provide the needed revenues. The actual amount of revenue which the millage will produce based on the tri-county assessed valuation of $606,343,000 is $394,123 ($606,343,000 x .0006 = $394,123).

Construction Costs and Bonding Plan. Exhibit 2 details the estimated construction costs for the facility of the proposed area vocational school. The local cost will be met by bonding the joint district for $1,751,898 over a period of 20 years at an interest rate of five percent.

(Principle) (Interest)

Total Local Cost= $1,751,898 + ($1,751,898 x .05 x 20 = $1,751,898)
= 1,751,898 + 1,751,898 = $3,503,796

Annual Cost = $3,503,796 ÷ 20 years = $ 175,190

The annual cost of retiring bonds will be met by a 0.03 mill tax levy on the tri-county districts assessed valuation of $606,343,000 which will yield,

$606,343,000 x .0003 = $181,903

BACKGROUND INFORMATION CONCERNING VARIOUS VOCATIONAL AREAS

Agriculture Education

1. The number of farm operators needed annually as replacements within the tri-county area is estimated at 150.

2. The number of non-farm agricultural workers needed as replacements within the proposed district is estimated at 170.

3. At the present time there are 19 vocational agriculture programs being offered in schools of the three districts. It is proposed that 19 units be consolidated within the jointure. The present programs will be evaluated with the assistance of the Vocational Agriculture Section, Division of Vocational Education, State Department of Education, to determine what programs, or parts of programs, can be justified as being economically feasible, and action will be taken in terms of subsequent recommendations.

Business and Office Education

1. Although the number of persons employed in office occupations within the proposed district is not precisely known, the 1960 census confirms that there are some 12,500 office workers now employed.

2. The number of business and office education programs within the area are shown in Table IV.

3. Table II shows that one Cooperative Office Education unit will be established initially to service those participating districts which presently do not have such a program.

TABLE III. ESTIMATED ASSESSED VALUATION OF PARTICIPATING DISTRICTS.

TOTAL TAX DUPLICATE
(1967 Duplicate)

School Districts	School Tax Rate in Mills	Assessed Valuation
Washington County		
Ashville	24.40	$ 14,486,000
Hillsdale	32.10	23,286,000
Madison	27.75	125,847,000
Newton	10.10	2,796,000
Riker	28.00	9,848,000
Rome	31.80	51,359,000
Southern	23.20	9,967,000
Western	19.60	23,015,000
		$260,604,000
Putnam County		
Central	26.40	$ 38,989,000
Century	32.30	48,275,000
Hanna	37.90	29,519,000
Nancy	32.10	23,286,000
Northern	32.10	42,059,000
Southeastern	31.80	51,359,000
		$233,487,000
Jackson County		
Eastern	25.90	$ 6,706,000
Lindsay	24.20	7,755,000
Plains	28.90	7,058,000
Rayburn	35.10	11,372,000
Riverton	27.70	44,216,000
Valley	31.00	16,899,000
Webster	30.00	14,779,000
Woodville	25.60	3,467,000
		$112,252,000
	TRI-COUNTY TOTAL	$606,343,000

EXHIBIT 1. ESTIMATED ANNUAL OPERATING COST OF THE PROPOSED AREA VOCATIONAL SCHOOL.

Instructional Staff	
32 vocational instructors	
15 academic instructors	
47 instructors @ $12,000* =	$564,000
Administrative and Pupil Personnel Staff	
1 chief administrator	$ 18,000
1 director	15,000
1 vocational supervisor	10,000
1 academic supervisor	10,000
3 counselors @ $8,000	24,000
1 librarian	7,500
	$ 84,500
Non-Certificated Staff	
1 nurse	$ 7,000
5 custodians @ $5,000	25,000
6 secretaries @ $5,000	30,000
2 cooks @ $3,500	7,000
1 maintenance engineer	7,500
	$ 76,500
Total Estimated Annual Operating Cost	$725,000
State and Federal Reimbursement (50%)	362,500
Net Local Annual Operating Cost	$362,500

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*Includes provision for salary, instructional materials, utilities, etc.

EXHIBIT 2. ESTIMATED CONSTRUCTION COSTS OF THE PROPOSED AREA VOCATIONAL SCHOOL.

Estimated Floor Space Requirements

Vocational shops and laboratories	54,420 sq. ft.
Related classroom - 6 @ 720	4,320
Academic classroom - 14 @ 720	10,080
Lunchroom	5,000
Kitchen	2,300
Library	2,550
Halls, offices, mechanical, etc.	33,664
	112,334 sq. ft.

Estimated Construction Cost

112,334 sq. ft. x $20 per sq. ft. = $2,246,680

Estimated Equipment Costs

Vocational shops and laboratories	$ 714,250
Academic and related classrooms	18,000
Lunchroom	3,600
Kitchen	30,000
Library	9,000
Other (offices, mechanical, etc.)	50,000
Total	$ 824,850

Total Construction and Equipment Costs

Building	$2,246,680
Equipment	824,850
Site acquisition and development (40 acres)	200,000
Architect	157,267
Contingency	75,000
Total Cost	$3,503,797
Federal and state reimbursement (50%)	1,751,899
Local Cost	$1,751,898

TABLE IV. EXISTING VOCATIONAL PROGRAMS IN TRI-COUNTY SCHOOL DISTRICTS

School Districts	Agriculture (4 yr.)	Automotive Mech.	Bus. & Off. Occup.	Body Mech.	Com. Sewing (H.E.Occ.)	Co-op Voc. Prog.	Cosmetology	Data Processing	Dental Asst.	Dist. Educ.	Drafting	Electronics	Homemaking (H.Ec.)	Machine Shop	Medical Tech. Asst.	Nurse's Aide	Practical Nursing	Small Appl. Repair	Surveying	Welding			TOTAL
Ashville (Wash.)	1												1										2
Hillsdale	1									1	1	1	1										5
Madison					1	1			1	1	1				1			1	1				8
Newton																							0
Riker	1												1										2
Rome		1					1	1		1				1			1			1			7
Southern	1												1										2
Western	1												1										2
Central (Putnam)	1												1										2
Century	1	1						1	1	1	1			1									7
Hanna	1												1										2
Nancy	1												1										2
Northern	1	1	1	1						1			1							1			7
Southeastern	1									1			1										3
Eastern (Jackson)	1												1										2
Lindsay	1												1										2
Plains	1												1										2
Rayburn	1												1										2
River	1	1	1			1	1			1				1									7
Valley	1												1										2
Webster	1												1										2
Woodville	1												1										2
TOTAL	19	4	2	1	1	2	2	2	2	7	3	1	17	3	1		1	1	1	2			

4. As shown in Table II, it is proposed that the following business and office education units be established:

High-skill Stenography	2 units
Account Clerks	2 units
Cooperative Office Education	1 unit
Senior Intensive Core (Bus. and Off. Occup.)	1 unit
Entry Business Data Processing	2 units

5. Enrollments and present cooperative office education programs will be evaluated and the decision as to what programs will be retained in local districts will be adjudicated and negotiated by member districts and the superintendent of the Area Vocational School District.

Distributive Education

1. It is estimated that there are in excess of 12,000 people employed in retail sales and some 2,000 persons in the wholesale trades in the proposed area vocational school district. In addition, more than 6,000 persons are employed as service workers. The present distributive education coordinators in the local districts indicate that there is better than 90 percent cooperation with merchants, business and industries in the area.

2. The number and location of distributive education programs now offered in the participating schools are shown in Table IV.

3. As shown in Table II, there will be two units of distributive education in the Area Vocational School.

4. Present distributive education units will remain in local districts, if feasible, and there will be no conflicts between local programs and those of the Area Vocational School.

Home Economics

1. Table IV shows the number of vocational home economics programs presently being offered by participating school districts.

2. At present, there are approximately 1,820 girls enrolled in vocational home economics classes. This figure represents approximately 35 percent of all the girls enrolled in grades nine-12 in the participating district.

3. Only occupational preparation home economics programs will be offered in the Area Vocational School.

4. It is planned that all existing programs will remain intact. However, those districts in which home economics programs do not appear feasible, may, at their initiative, negotiate with the superintendent of the Area Vocational School District to transfer their programs to the vocational school.

Trades and Industrial Education

1. The Tri-County Association of Trades and Industry and the Tri-County Industrial Development Department reports that the outlook for employment will remain stable with some increased need in occupations proposed in the Area Vocational School Plan.

2. At present there are 13 trade and industrial education programs offered in the participating districts. Table II indicates the trade and industrial programs that will be offered in the Area Vocational School.

Adult Education

1. An adult education program will be developed for all who can profit by such a program in area(s) where it seems justified.

2. It is proposed that the program be twofold: 1) a program for upgrading present skills, and 2) a program to develop new skills in areas where a need exists.

3. There is an Apprenticeship Council for the apprenticeable trades as proposed in this plan. It appears that each Local establishes its own apprenticeship committee and apprenticeship program.

See Related Charts Nos. V and VI.

TABLE V. NUMBER OF STUDENTS CURRENTLY ENROLLED IN VOCATIONAL PROGRAMS IN TRI-COUNTY AREA

School Districts	Agriculture	Automotive Mech.	Bus. & Off. Occup.	Body Mech.	Com. Sewing (H.E.Oc.)	Co-op Voc. Prog.	Cosmetology	Data Processing	Dental Asst.	Dist. Educ.	Drafting	Electronics	Homemaking (H.Ec.)	Machine Shop	Medical Tech. Asst.	Nurse's Aide	Practical Nursing	Small Appl. Repair	Surveying	Welding	Male	Female	TOTAL
Ashville (Washington)	60												95								60	95	155
Hillsdale	75									15	20	18	80								113	95	208
Madison					5	25			20	30	25		80		10			20	10		100	125	225
Newton																					0	0	0
Riker	75												90								75	90	165
Rome		21					20	15						20			30			20	51	75	126
Southern	80												85								80	85	165
Western	75												80								75	80	155
Central (Putnam)	125												125								125	125	250
Century	75	50						20	20	30	15		110	20							185	155	340
Hanna	120												210								120	210	330
Nancy	90												120								90	120	210
Northern	50	25		20						20			72							20	96	111	207
Southeastern	60												96								55	101	156
Eastern (Jackson)	45												48								45	48	93
Lindsay	50												70								52	73	120
Plains	45												60								45	60	105
Rayburn	52												70								52	70	122
River	60	24	48			20	30			28			96	20							144	182	326
Valley	82												90								82	90	172
Webster	60												95								60	95	155
Woodville	30												48								30	48	78
																					1765	2168	3838

TABLE VI. GENERAL LABOR FORCE CHARACTERISTICS IN WASHINGTON, PUTNAM AND JACKSON COUNTIES.

Item	Number by County			
	Washington	Putnam	Jackson	Total
Total civilian labor force	26,199	17,673	13,220	57,092
Total employed persons	23,665	16,726	12,465	52,856
Percentage unemployed	9.7	5.4	5.7	7.4
Employed in agriculture	996	1,619	799	3,414
Employed in construction	1,399	984	591	2,974
Employed in manufacture of durable goods	6,211	2,711	2,781	11,703
Employed in manufacture of non-durable goods	2,588	2,179	1,399	6,166
Employed in transportation, communication and public utilities	1,947	2,579	735	5,261
Employed in wholesale and retail	4,122	2,707	1,993	8,822
Employed in finance, insurance, and real estate	593	337	214	1,144
Employed in educational services	1,060	791	488	2,339
Employed in public administration	593	582	1,497	2,672
Percentage in white collar jobs	36.1	32.9	34.8	--

Source: U.S. Bureau of the Census. *County and City Data Book*, 1962.

Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION IV

INSTRUCTOR'S GUIDE

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

INSTRUCTOR'S GUIDE

This portion of the publication is designed to assist the instructor in using the exercises in "Simulation Training In Planning Vocational Education Programs and Facilities." The simulation exercises can be used for in-service or preservice training of vocational supervisors and other leadership personnel.

Simulation is a controlled participation technique for professional training. Its principal value is in providing students with dynamic experiences in problem analysis and in providing feedback for self-evaluation. The specific skills involved in the simulation process include analyzing and synthesizing information, making decisions, and evaluating and modifying these decisions.

The student exercises presented herein are not intended to provide a comprehensive course of instruction in program and facility planning. Instead, the focus is on four major task areas of particular relevance to vocational educators. The four simulated task areas involve program planning, proposal preparation, site selection, and preliminary facility planning. The task areas are presented as problems to a hypothetical Francis Ramey, assistant state supervisor in the vocational and technical education facility planning department. The problems are based on events which have actually happened and are of a recurring nature.

The purpose of the instructor's manual is to discuss the simulation materials, provide direction in their usage and suggest supplemental content the instructor may wish to add. Through use of these simulation exercises, students can be taught some of the basic principles and concepts of program and facility planning. Each student is placed in situations where he must decide on a course of action. Adequate preparation before and immediate feedback after the action, however, must be provided for by the instructor.

The time required to administer the four simulation exercises could range from three to five days in a workshop setting. However, the simulation package is flexible enough to be utilized in shorter or longer periods of time and in class situations. The time allotted is, for the most part, the prerogative of the instructor.

Leadership in Vocational-Technical Education

Leadership, as generally conceived, is a very intangible concept. Many are able to recognize leadership and leadership qualities, but have an extremely difficult time defining them. Generally speaking, leadership is the ability of individuals to influence and guide others to a successful completion of a given task or series of tasks.

Students of leadership generally agree that leadership styles and personality characteristics differ and thus do not provide suitable guides for leader identification. The picture is further clouded by research revealing that given leadership patterns of behavior are successful in one situation, but unsuccessful in others. Perhaps some of the most useful criteria for measuring leadership behavior are "human relations" and "getting out the work."[1] The same idea is used by Halpin[2] and Hemphill[3] in their delineation of the principal leadership dimension of "consideration" and "initiating structure." "Consideration" is the leader's concern for the personal needs of groups and individuals in the work process. "Initiating structure" includes clarification of organizational goals, planning and organizing for tasks completion and control of quality through appropriate evaluation techniques.

The concept of "initiating structure" is also amplified by Harris' definitions of tractive and dynamic supervision.[4] Tractive is described as that behavior designed to maintain the existing level of operation, the promotion of minor changes in the program, the enforcement of existing relationships, and resistance to pressures for change. Dynamic supervision is that behavior concerned with producing change of existing practices and programs. The key words "maintain" and "change" emphasize that supervisors provide leadership both in maintaining and changing educational practice. Knowing where and when to do which is the test of leadership ability.

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[1] Carroll L. Shartle, *Executive Performance and Leadership*, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 120.

[2] Andrew W. Halpin, "The Leadership Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," *Harvard Educational Review*, 1955. Vol. 25, pp. 18-32.

[3] John K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," *Journal of Educational Psychology*, Vol. 46, No. 7, November 1955.

[4] Ben M. Harris, *Supervisory Behavior in Education*, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 18-19.

Decision-Making and Problem-Solving

It is generally agreed that there are at least two processes that a leader should be reasonably skilled at in working with others to get the job done. These processes are decision-making and communication. Insofar as possible, decision-making should be rational rather than irrational. Rational decision-making sequentially involves problem definition, analysis of the existing situation, collection and interpretation of relevant data, consideration of alternatives and consequences, and finally, decision.[5] Perhaps it should be stated here that a rational decision is not necessarily one that is popular with all concerned. However, if the leader is going to make decisions affecting the values and beliefs of others, he had better develop a tolerance for conflict.

The number of problems which have and will be blamed on poor communications is legion. An effective leader, of course, will have or should acquire the ability to use the English language clearly in both oral and written form. He should always keep in mind that the recipient of his communication is a human being who perceives a message in accordance to his unique values, background, etc. Also, a leader must realize that very often others have important things to say, and he should listen.

It is important that state-level supervisors who have the responsibility for assisting local districts in planning vocational and technical educational facilities be educational leaders. Training programs for state leadership personnel should be directed to development of leadership competencies as well as technical expertise in program and facility planning. In this way, their full potential is more likely to be realized.

A major leadership responsibility is the solution of problems, both human and technical. Closely related, and an integral part of problem-solving is decision-making. Experts in various fields of administration agree that decisions not only solve problems, but may also create them. Therefore, it is advantageous that decision-making and problems be conceptually combined, at least in field application. For this reason, the authors developed a conceptual model combining the elements of decision-making and problem-solving (Figure 8). No claim is made to the originality of the processes or the elements included. Neither is the model a substitute for experience; however, it does provide an ordered, logical approach to a crucial area of leadership responsibility. Hopefully, it will be useful to the students in both the simulation exercises as well as in their everyday work world.

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[5] Roald F. Campbell and Others, *Introduction to Educational Administration*, Boston: Allyn and Bacon, Inc., 1964, p. 139.

PROBLEM-SOLVING AND DECISION-MAKING MODEL

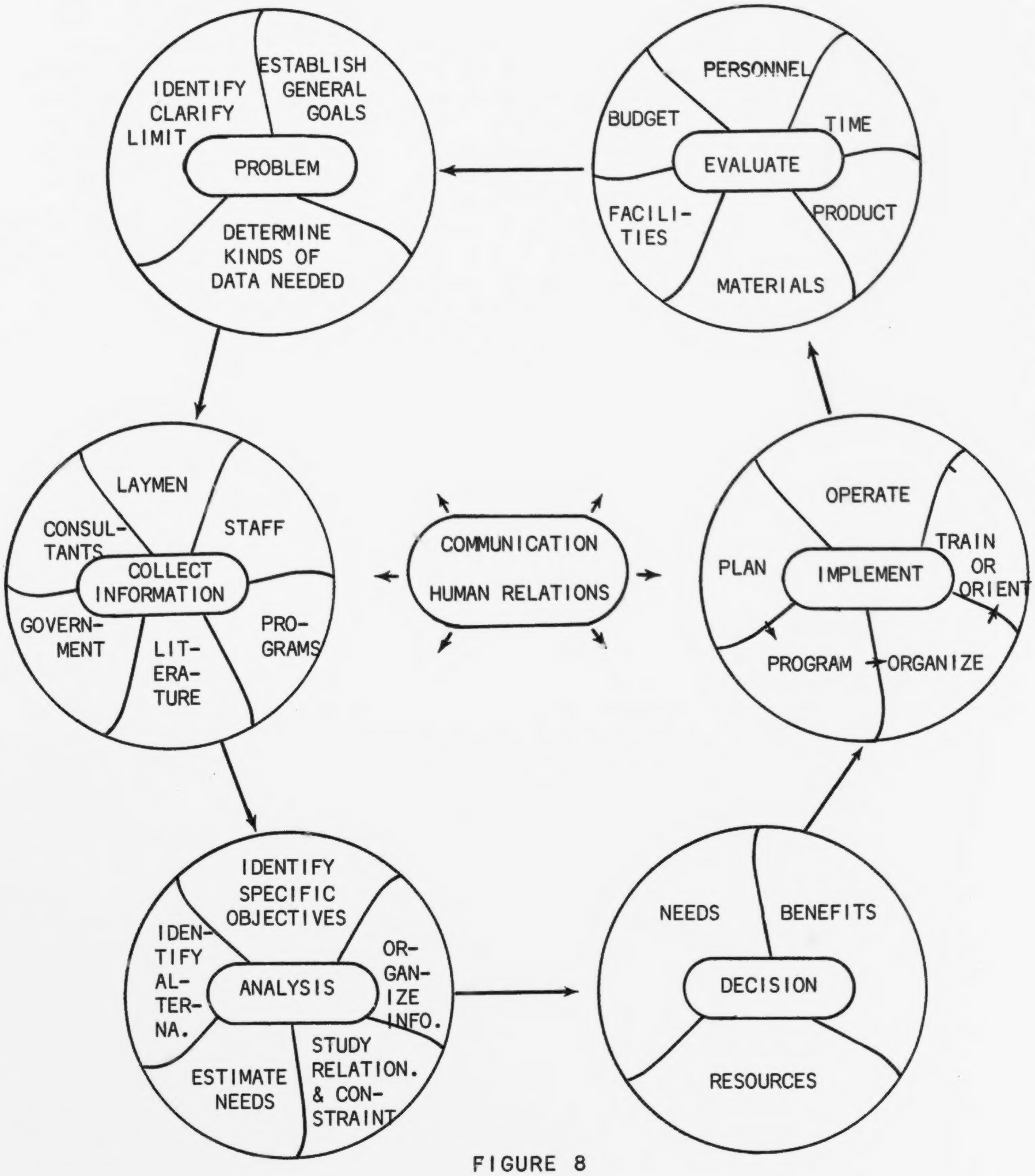
PROBLEM
IDENTIFY CLARIFY LIMIT
ESTABLISH GENERAL GOALS
DETERMINE KINDS OF DATA NEEDED
COLLECT INFORMATION
LAYMEN
STAFF
CONSULTANTS
GOVERNMENT
LITERATURE
PROGRAMS
ANALYSIS
IDENTIFY SPECIFIC OBJECTIVES
IDENTIFY ALTERNA.
ORGANIZE INFO.
ESTIMATE NEEDS
STUDY RELATION. & CONSTRAINT
DECISION
NEEDS
BENEFITS
RESOURCES
IMPLEMENT
OPERATE
PLAN
TRAIN OR ORIENT
PROGRAM
ORGANIZE
EVALUATE
PERSONNEL
BUDGET
TIME
FACILITIES
PRODUCT
MATERIALS
COMMUNICATION
HUMAN RELATIONS

FIGURE 8

It is recommended that students be given instructions in the use of the model and the concepts involved prior to embarking on the simulation exercises. The model is designed for explication of problem-solving or decision-making processes. Although two problems are rarely alike, they often lend themselves to a common method of solution. In the model, the process is conceptualized as consisting of six major dimensions: 1) problem, 2) information, 3) analysis, 4) decision, 5) implementation, and 6) evaluation.

Problem: Webster defines a problem as a question raised for inquiry, consideration or solution. Often a problem exists which defies quick solution and in such important cases the problem must be reduced to a manageable form. The necessary steps for this procedure are: 1) problem identification, 2) clarification, and 3) limitation. In other words, organization of the problem is necessary to make it clearly understandable.

A problem also implies change. In other words, a state exists which is unsatisfactory and needs improvement. An example might be a dissatisfaction with the lack of vocational-technical education opportunities of a given area and a desire to improve them. In order to attack this problem, there is a need for a general picture of what programs exist and an evaluation of the quality and quantity of these programs. From this information some general goals can be identified. The next question to be answered is what kinds of information are necessary? In order to answer this question a framework of sub-questions can be generated. The following questions might emerge in relation to program planning:

1. What are the needs of the area being studied? The region, state and the nation? How well are these needs being met at the present time?

2. What are the needs of the students being served? How well are the individual needs of students being met at the present time?

3. What type of program is necessary to meet such needs?

4. What are the constraints which must be overcome?

Collect Information: Once the problem has been clearly identified, the attack is ready to begin. At this stage it is imperative to acquire as much valid and relevant information as possible. In today's complex and changing world this involves many different interrelationships between people and things.

The model describes various sources from which information may be gleaned. They are laymen, staff members, programs, literature, government agencies, and consultants. The term laymen is descriptive of all persons who are not members of your profession, for example members of advisory committees and interested or affected community patrons. Staff members include both professional and nonprofessional organizational employees. Programs are visualized as those operations which are similar to or which bear on your problem. Literature includes research or opinions either directly or indirectly applicable to your problem. Books, surveys, studies, periodicals, symposiums, etc. are included in this category. Government agencies at the local, regional, state or national levels provide information, particularly in the areas of regulations and restrictions. The term consultant is used to describe any professional, whether in your field or another discipline, who is employed for his special knowledge and competency.

Analysis: Analysis involves an examination of a complex. . . its elements and their relations. The first step in analysis is to organize the data collected into logical, usable form. Usually, the information is recorded in a survey document. The data is then studied to identify relationships and constraints inherent in the problem. Some of the factors to be considered are organization, trends, values, activities, space functions, regulations, and restraints. Restraints are revealed from a study of the resources available, union restrictions, professional standards, and supply and demand data. The kinds of questions suitable for analyzing such data in the program planning area are:

1. What values do people hold?
2. What are the objectives of existing programs?
3. To what degree are these objectives being met?
4. What segments of the population are not being served by existing programs?
5. How are existing programs financed? What effect does this have on the student?
6. What potential is there for expanding existing programs to meet program, facility, or enrollment demands?

The next logical step is projecting the needs of the student, community, region, state, and nation. The needs, then, form the basis for the development of specific objectives.

The final step in the analysis of data is identification of alternatives available for reaching established objectives. Since it would be a rare situation where resources were unlimited, each alternative should be analyzed for its cost effectiveness.

Decision: Once facts are assembled, the planner is in a position to make a decision. The framework within which he operates is a rational one involving the balancing of needs, resources, and benefits to be derived. Since educational planning is a unique process, primary emphasis must be placed on educational goals rather than cost.

Included in the process of decision-making are values held by those involved. Thus, it would appear important that the decision-maker analyze these values as well as technical aspects of the problem. Successful decision-making requires a degree of compatibility between those who are being served and those who serve.

Finally, and exceedingly important, are the implications each alternative holds for the future of the organization. The decision-maker must project what will happen as a result of his decision. It is here that ultimate pay-off is realized since the goal of decision-making is success. Some appropriate questions the decision-maker must ask are: How will this alternative affect other work in progress? What stresses will it place on the existing organization? What adjustments must be made within the organization to accommodate it?

Implement: Having reached a decision with respect to the problem in question, the planner then is required to initiate a sequence of action. This sequence of action will translate the general goals as determined under the problem identification phase of problem-solving into reality. Goal achievement by necessity requires subdividing the overall task into logical units of work and establishing their relationship sequentially over the period of time allocated for project completion. Programmed planning networks such as PERT, Principal Activities, and Time Sequence Charts exist as aids to implementation.

Programming involves the assignment of personnel and resources for task accomplishment. The planner then organizes for the task by obtaining necessary staff personnel, working quarters, equipment, and supplies necessary for organizational efficiency. Once the staff is on hand they must be trained or oriented to their responsibilities, organizational procedures, and goals. It is at this stage that the plan becomes operational and the organization begins to function.

Evaluate: Evaluation is a constant process. No plan, regardless of how well conceived, is perfect. Adjustments will be required from time to time. Such adjustments will be facilitated through a planned program of evaluation established through open channels of communication. The elements to be evaluated include personnel, time, budget, facilities, materials, and, of course, the product being developed.

Instructional Procedures

The instructor's method of using the simulation training materials is largely his own prerogative. However, the authors have successfully used the following procedure or instructional model and we offer it for consideration. The suggested procedure can be used completely, used partially, modified, or disregarded.

The suggested instructional model was used at a leadership development workshop for assistant state supervisors from a five-state area. The workshop was held for four and one-half days in Chicago, Illinois, and was co-sponsored by Region V, U.S. Office of Education and The Center for Vocational and Technical Education. A sample agenda similar to the one used at this meeting is included on page 151.

The instructional approach used in the Region V workshop consisted of four discrete and sequential phases:

I. Identification of Objectives - In this initial phase, students are given the objectives set forth in the simulation training program. Suggested objectives for students are: 1) to acquire a better understanding of the role of state supervisor; 2) to be able to distinguish between leadership, management and regulation; 3) to see the need for both technical and personal relations competence; 4) to realize the importance of rational decision-making; and 5) to see the need for and increasing the skill of communicating. The instructor is free to add or to subtract objectives from those suggested above.

II. Orientation - During this phase the student is introduced to the simulated setting, his professional position, his co-workers, the State of Lafayette, and other information relevant to the simulation exercises to follow. This information is available to both instructor and student in the simulation background material supplied. In addition, the instructor is furnished with a set of overhead transparencies to aid in discussion.

III. Simulation Exercises - Actual simulation occurs during this phase of instruction. The student assumes the role of Francis Ramey, Assistant State Supervisor, in the first three exercises. The fourth exercise utilizes role playing in which each student assumes a different role. All four exercises follow the same pattern:

a. Preliminary Instruction and Problem Background - All students (large group) are given necessary instructions prior to each simulation exercise. The instructor also discusses the problem in a general way touching on various concepts of supervision, leadership, human relations, communications, etc. as they relate to the exercise.

b. Student Participation in Simulation Exercise - Students are subdivided into small groups (five-12 persons). Each student works individually on the simulation problem. Students should be provided an ample supply of working papers on which the action they take can be recorded. Section V contains samples of suggested working papers.

c. Student Discussion of Simulation Exercise - Still in small groups of five to 12 persons, students discuss the problems presented by the exercise and their individual solutions. The discussion is led (not dominated) by an experienced supervisor or teacher educator. One person is designated to act as recorder and later as reporter to the large group. Particularly effective in the pilot program was the use of experienced state supervisors as small group discussion leaders. The group leaders were prepared for their role in the simulation by means of a brief orientation prior to the training program. The following guidelines describe the role set for them:

   1. Appoint a recorder for your group. Turn in such reports to the workshop director at the end of the day.

   2. Organize your group into a round-table seating arrangement.

   3. Lead group to recognize the objectives, concepts, and skills which evolved from the presentation or activity being discussed.

   4. Accept the role as moderator and resource person:

      a) encourage total group participation through an informal approach;

      b) make every effort to keep the discussion centered on the topic at hand:

c) limit personal participation to management, clarification, and as a source of information.

5. Have the group designate a person to serve on the reactor panel which will report to the large group after each small group discussion.

6. Be sure the group convenes and dismisses according to schedule or announced time.

d. Reactor Panel - After small group discussions, the large group reconvenes. A reactor panel composed of one representative of each small group reports his group's reaction to the simulation exercise. An experienced supervisor or the instructor serves as moderator of the reactor panel.

IV. Evaluation - After each simulation exercise, and after completing the entire simulation training program, evaluations (both written and formal, and oral and informal) should be made by student participants. The purpose of these evaluations is to judge the efficacy of the simulation exercises as instructional materials, discover weak points in the materials and instructional techniques, and suggest ways to improve the simulation training exercise for future use. Sample evaluation forms are included in this instructor's guide for your consideration.

It is suggested that each of the four simulation exercises be given to the student just as he is ready to begin work on the exercise. The value of the simulation exercises is considerably diminished if the student has the material in advance and plenty of time to think or consult with others about possible problem solutions.

SUGGESTED AGENDA
For A
State Leadership Development Workshop
Utilizing Simulation Training

This suggested agenda is designed to be completed in approximately 18 hours. This is considered as the minimum time which should be allotted to the utilization of this simulation package.

The workshop session could be lengthened by the inclusion of additional presentations and activities relevant to leadership development. The activities included should, of course, be dictated to a great extent by the availability of resources, characteristics of the participants, and interest of the instructor and/or coordinator of the workshop.

First Day

P.M.:	Welcome & Introductions	(1/4 hr.)
	Workshop Objectives - Instructor's responsibility with student-instructor interaction	(1/4 hr.)
	The Leadership Role - Presentation by a recognized authority followed by questions from audience	(3/4 hr.)
	Break	(1/4 hr.)
	Interpersonal Relationship Training - Group interaction directed by a recognized training expert	(2 hrs.)
	Recess	
Evening:	Defining Leadership - Participant group action led by interpersonal relationship training expert using group process methods	(3/4 hr.)
	Assignment and explanation of Simulation Background Materials - Instructor's responsibility as a guide to the participant's study	(1/4 hr.)
	Recess	

Second Day

A.M.:	Discussion of Simulation Background Materials - Instructor led discussion of relevant information from the background materials	(1/2 hr.)
	Simulation Exercise I - *Class I and II participants working as individuals in groups of five to 12	(1 hr.)
	Break	(1/4 hr.)
	Small group discussion and reaction to Exercise I - Discussion chaired by Class II participants	(3/4 hr.)
	Reaction Panel to Exercise I - One Class I participant from each small group moderated by a participant selected from the total group	(1/2 hr.)
	Recess	
P.M.:	Concepts in Educational Facility Planning Speaker, film, and/or tape recordings to present informative and inspirational message in communications	(1/2 hr.)
	Simulation Exercise II - Class I and II participants working as individuals in groups of five to 12	(1 hr.)
	Break	(1/4 hr.)
	Small group discussion and reaction to Exercise II - Discussion chaired by Class II participants	(3/4 hr.)
	Reaction Panel to Exercise II - One Class I participant from each small group moderated by a participant selected from the total group	(1/2 hr.)
	Concepts in Educational Facility Planning - Presentation by a recognized	

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*In general a Class I participant should be a leader with less than one year experience in his present leadership position. Class II participants should be experienced leaders recognized for their leadership in the field.

	authority followed by questions from audience	(3/4 hr.)
	Daily evaluation of specific portions of the program - Explanation of the form by instructor with hand out to be turned in a.m. of the third day	(1/4 hr.)
	Recess	

Third Day

A.M.:	Current Research and Development in Vocational Education - Reports of relevant research and development activities such as those conducted at The Center for Vocational and Technical Education, Ohio State University	(1 hr.)
	Simulation Exercise III - Class I and II participants working as individuals in groups of five to 12	(1 hr.)
	Break	(1/4 hr.)
	Small group discussion and reaction to Exercise III - Discussion chaired by Class II participants	(3/4 hr.)
	Simulation Exercise IV - Class I and II participants working as individuals in groups of five to 12	(1 hr.)
	Recess	
P.M.:	Small group discussion and reaction to Exercise IV - Discussion chaired by Class II participants	(3/4 hr.)
	Reaction Panel to Exercise IV - One Class I participant from each small group moderated by a participant selected from the total group	(1/2 hr.)
	Daily evaluation of specific portions of the program and overall workshop evaluation - To be completed during session	(1/4 hr.)
	Closing remarks	(1/4 hr.)
	Dismissal	

INSTRUCTOR'S GUIDE TO THE INDIVIDUAL EXERCISES

Instructor's Guide to Exercise I

Exercise I, as well as all others, is preceded by clear instructions to the student. The student should have no difficulty in understanding what is expected. The instructor will need to spend only a minimal amount of time explaining mechanical procedures to students. Exercise I is a test of the student's skill in human relations, communications, conflict resolution and program analysis. The instructor should present these concepts generally before the simulation and, after students complete the exercise, relate the concepts to the specific problems presented.

The instructor's principal role is in the preparation of students for each simulation by discussing relevant concepts of leadership for program and facility planning. An understanding of general principles of decision-making, human relations, and communication, as well as program and facility planning, will aid the student in dealing with specific simulation problems. The instructor should read and completely familiarize himself with each exercise.

Instructor's Guide to Exercise II

The problem faced by Francis Ramey in Exercise II evolves from decisions previously made. The problem focuses on the plan submitted for the establishment of a Tri-County Area Vocational School. Ramey will be called upon to evaluate the plan and make recommendations. As the problem develops, the student will be called upon to organize, evaluate, communicate, and make decisions. Prior to the simulation, instruction should emphasize human relations, communication, problem-solving, and decision-making.

Instructor's Guide to Exercise III

As a preparation for Exercise III, concepts of community relations and site selection criteria should be presented. Exercise III is concerned with school site selection. The student, through different media and circumstances, is presented with three building sites for consideration. As the problem develops, he is forced to make decisions about the three sites and come up with specific recommendations to a site study committee. In addition to the educational implications of the various sites, the student is faced with human relations and communication problems.

The student will find this problem particularly frustrating. This will be due to insufficient information about the three sites, as well as other unknown variables. The problem is designed to force a decision and also to determine whether the student recognizes the lack of data and can identify the information he needs for a better decision-making. Whatever the decision made by the student, the instructor should elicit the rationale upon which the decision was based.

Instructor's Guide to Exercise IV

Several alternatives are available to the instructor in structuring this exercise. One consists of assigning the various roles to students. A second involves inviting architects, superintendents, and facility planning consultants to serve in their "real life role," while casting students in the state and local vocational supervisor roles.

Regardless of the procedure used in Exercise IV, the instructor should prepare his students by providing instruction in human relations and conflict resolution. This is a role-playing exercise consisting essentially of a preliminary facility planning meeting. The exercise provides for face-to-face interaction of five characters, each of whom is an important member of the planning team. Each character's role is defined by brief instructions and significant correspondence.

EVALUATION

It is recommended that students participating in the simulation exercises evaluate each exercise, the contribution of the instructor, each contribution by the different program presenters, and their own contributions and professional growth. Such evaluation by students will assist the instructor and the workshop planners in making needed changes in the simulation training program.

Copies of suggested evaluation forms are included for the instructor's convenience. It is suggested that forms for the Daily Evaluation be completed in the area of agenda activity by filling in the identification of each activity to be evaluated. As an example the first line might be "workshop objectives," since this item might logically appear first on any agenda.

While the Daily Evaluation seeks to obtain specific responses about each activity, the Workshop Evaluation seeks general guidance for the total program's improvement. Both types of evaluation will undoubtably prove helpful to the instructors and the workshop planners.

Daily Evaluation
State Leadership Development Workshop

Directions: Rate with a check mark in the appropriate space each workshop activity and presentation by the criteria shown.
Rating code: 3 = high rating; 2 = average rating; 1 = low rating (For activities and presentations with a 1 or lower rating, please offer a positive suggestion for improvement on the Evaluation Form.).

	CRITERIA																		
CONTENTS	Organization: logical and coherent			Scope: covers subject adequately			Clarity: clear, concise, easily understood			Relevancy: applicable to your present position			Adequacy of time allocated			Appropriateness of teaching technique			
(to be filled in with specific agenda items)	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	3 Hi.	2 Av.	1 Lo.	

Daily Evaluation

Comments: Please preface comment with agenda item identification.

Workshop Evaluation
State Leadership Development Workshop

1. Please evaluate the workshop on each of the following factors (rate each item using the following scale: excellent, good, adequate, fair, inadequate).

	Circle Appropriate Response				
a. pre-workshop communication	E	G	A	F	I
b. program organization	E	G	A	F	I
c. resource personnel	E	G	A	F	I
d. workshop instructional materials	E	G	A	F	I
e. working conditions	E	G	A	F	I
f. housing	E	G	A	F	I

Can you make any suggestions for improvement of any of the above factors?

2. What workshop activities or exercises were most valuable to you? Why?

3. What workshop activities or exercises did you feel were irrelevant or superfluous? Why?

4. What activities should be added to make the workshop more meaningful?

5. Did the workshop teach you new concepts or skills or broaden your understanding of your leadership role in your present position? Try to identify some of the concepts, skills, or insights on leadership which you acquired.

6. Would in-service leadership training of this nature be more helpful at an earlier stage of your professional preparation? Later?

7. Was the workshop too long, too short or about right?

____
Position

____
State

Additional Remarks:

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Simulation Training In Planning Vocational Education Programs and Facilities

SECTION V

BACKGROUND DATA FOR STATE OF LAFAYETTE

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

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STATE OF LAFAYETTE

General Characteristics Of The State Of Lafayette

Lafayette is a midwestern state which lies due west of Lake Hope, largest of the Inland Lakes. It is a state which includes a variety of topographical features and an extensive river system. Its temperature is moderate with enough precipitation to assure a water table adequate for supporting a sizable agricultural industry.

The first settlers to reach the shores of Lake Hope, in what is now the state of Lafayette, were Roman Catholic missionaries who explored the midwest in the late seventeenth century. Later, trappers, traders, and homesteaders made their way to the state, founding centers of agriculture and transportation.

The first settlement in Lafayette was at the present site of Big City, by missionaries in 1638. River City, Croton, Industrial City, Lake City, Madison, Marion, and Capital City followed as fur trading, lumber and wood products, and iron ore and agriculture industries became established in the state.

Lafayette was admitted in 1827 as the twentieth state in the union. The years 1827 to 1865 proved to be a period of growth in transportation and population as well as industry in the state.

From 1860 to 1900 the population of the state tripled. The most spectacular population growth was in areas surrounding the larger cities of the state, particularly Capital City, which in 1849 had less than 200 inhabitants and grew to a bustling city of 85,000 by 1900. Smaller communities, primarily county seats, increased in population as urban services were required to support the agricultural and industrial growth of the state.

The development of Lafayette since the turn of the century parallels that of the development of other states in the same region of the country. The early 1930's were characterized by union-management strife both in Industrial City and in Big City. During this period also, immigration into the state consisted primarily of people from central Europe and more recently Appalachian whites and negroes from the southern states in this country.

Industrial growth in the early twentieth century continued at a rate faster than surrounding states because of Lafayette's unique proximity to both water and overland transportation routes, the availability of raw materials, and a growing pool of manpower. Since World War II, and particularly since the outbreak of the Viet Nam conflict, the industrial centers of the state have continued to flourish economically due in part to industrial commitments to government contracts.

Present Characteristics Of The State

The population of Lafayette as of January 1, 1967 was a little over 11,000,000 persons. The population range of the 50 largest municipalities in the state is from 830,000 in Big City to 11,500 in Madison. By 1970 the population is expected to reach 11.7 million persons.

Presently the state ranks 15 nationally in agricultural production and is the leading producer in several minerals including coal, natural gas, sand and gravel, and limestone.

In 1965, the total value of manufacturing in the state economy was 16.5 billion dollars, second in the nation. The largest single industry in the state is the transportation equipment industry measured both in terms of total income and number of persons employed. Other important industries include primary metals and electrical machinery. Since January 1, 1965, almost 3.5 billion dollars in new capital investment has been announced in the state, 1,300 new firms have been established, and 7,000 firms have extended their operations. In addition, almost 350,000 workers have been added to the labor force since that time.

Lafayette is within 600 miles of approximately two-thirds of the nation's population. It is near the heartland of industrial manufacturing in the country. It now ranks second in the nation in the volume of goods exported through the St. Augusta seaway and overland routes to the east and west coast.

The state economy has maintained a healthy increase over the past decade. From 1955 to 1965, the increase of gross state products was 42 percent. Total personal income in 1965 was fourth in the nation with total personal income per child of school age, being eighteenth in the nation.

The 20 years between 1940 and 1960 saw an increase of approximately 1,000,000 persons added to the labor force in the state. By 1970, the labor force is expected to total approximately 4.5 million. The greatest growth will occur in professional and technical jobs. There is expected to be an increasing demand for engineers, scientists, technicians, educators, doctors, economists, statisticians, and other professionals. By 1970, over three-fourths of all men in Lafayette 14 years of age and over are expected to participate in the labor force. By that time also, women will comprise more than one-third of the civilian labor force.

Lafayette's nonwhite workers have made progress over the past few decades in moving up the occupational scale. They have been increasing their share of professional, clerical, sales, skilled, and semiskilled jobs. More opportunities, however, for training these workers are needed, and more assistance should be given to help obtain jobs commensurate with their qualifications.

(See Figure 9 for map of the State of Lafayette.)

State Government

The state constitution provides for a governmental structure similar to that of the national government with three branches: the executive, the legislative, and the judiciary.

The executive branch is under the direction of a governor who is elected to a four year term. The present governor, a Democrat, was elected with a 61 percent plurality and is serving in his second term.

The state has a bicameral legislature with senators elected to four year terms and representatives elected to two year terms. The legislative sessions are held in odd number years or upon call as specified by the Constitution. Formal direction of legislative affairs is conducted by the Speaker of the House, elected by house members, and the Lieutenant Governor who is President of the Senate.

The Supreme Court consists of nine members appointed by the governor for terms of six years with three justices appointed every two years.

The state has a competitive two party system in which the Democrats currently enjoy an advantage. The control exercised by the Democratic leadership in the legislature is worthy of recognition. The Speaker of the House is chairman of the rules committee and leader of the majority party. Accordingly, he has impressive formal powers. The speaker probably exercises more control over legislative financial policy than any other individual in the legislative branch of the government. The Senate majority leader does not exercise as much influence as does the Speaker of the House, but it should be recognized that as long as Democrats control the Senate, bills with his support ordinarily pass.

The major spokesman in the Senate for education is a Republican senator who was formerly a teacher in the Big City school system. A very articulate and persuasive man, he has single handedly guided more legislation for education through the legislature than any man in the executive or legislative branches of government.

The Lafayette Education Associate, The Lafayette School Boards Association, and the United Federation of Labor all maintain offices in Capital City for the purpose of developing and promoting legislation beneficial to their respective constituents. In the business community, the Farmers Organization, the Lafayette Association of Manufacturers, the Lafayette Retail Merchants Association, and the Lafayette Chamber of Commerce all exert significant influence on education legislation in the state.

Higher Education

Policy making for higher education in Lafayette is the domain of the Lafayette Board of Regents. The Board's major functions are: (1) coordination of state supported higher education, (2) policy making for state supported higher education, (3) legislative relations for higher education, (4) coordination of public and private higher education. The Board of Regents retains a chief executive officer, titled Chancellor, who is selected by the Board of Regents and is an influential force in higher education in the state.

The University of Lafayette at Capital City was founded in 1870 as a land grant college. It is the major university in the state and includes a comprehensive program including undergraduate liberal arts, professional schools, and a very strong graduate school. In addition to the major state university, eight other state supported colleges and universities are located throughout the state. There are 23 private and municipal colleges and universities in the state, and with recent passage of a community college bill, three two-year comprehensive community colleges offering both liberal arts and vocational-technical curricula have been placed in operation. In addition to the institutions listed above, there are several university branch campuses located in several of the county seat cities throughout the state. The net effect is that 83 percent of Lafayette's residents live within 35 miles of an accredited college, university, or branch campus.

STATE DEPARTMENT OF EDUCATION

State Department

The Lafayette Revised Code states that direction of the State Department of Education is entrusted to an elected State Board of Education. The board is composed of 15 members elected from state legislative districts on nonpartisan ballots. (For details of election, membership, term of office, and qualifications of board members, see sections 1.01, 1.02, and 1.03 of the Lafayette Revised Code.)

The chief executive officer of the Board of Education is the State Superintendent of Public Instruction. He is appointed by the Board and serves at the pleasure of the Board. (For additional details see sections 1.08, 1.11, and 1.13 of the Lafayette Revised Code.)

The State Department of Education is organized into four separate areas, each under the supervision of an Assistant Superintendent of Public Instruction. The four areas are: Administration, Instruction, School Services, and Vocational Education and Rehabilitation. (For details see the organizational chart, Figure 10).

As of January 1, 1970 the State Department of Education was staffed by 423 professional personnel assisted by 397 clerical and support persons. Members of the professional staff conducted over 1,000 planning conferences throughout the state and served as consultants to almost 15,000 individuals and groups within the year. Complete school evaluations during the school year were completed for 170 high schools and 78 elementary schools. In addition to the professional activities of the staff listed above, the Department of Education publishes a monthly newsletter designed to keep educators throughout the state abreast of educational activities, programs, and developments throughout the state.

State Division Of Vocational Education

During the 1969-70 school year, the Division of Vocational Education employed 37 professional and 31 clerical and support personnel. The Bureau of Vocational Rehabilitation included 277 professional and 132 clerical and support persons.

General administration of the Division of Vocational Education is the responsibility of the State Director of Vocational Education. He is appointed by the State Board of Education, which serves as the State Board of Vocational Education, upon recommendation of the Superintendent of Public Instruction. He serves at the pleasure of the State Board and reports directly to the Assistant State Superintendent of Vocational Education and Rehabilitation. His duties are to administer, coordinate, and direct all fields of vocational education, vocational guidance and counseling, vocational teacher education, research, and other services provided by the division of vocational education.

The division is responsible for a wide range of activities including programs in the service areas; in high school, post-secondary and adult vocational programs. Technical education programs are underway in 13 separate technical schools and in three community colleges. The division is also responsible for programs of veterans training, manpower development and training, and works cooperatively with the Bureau of Vocational Rehabilitation.

ORGANIZATION CHART

LAFAYETTE DEPARTMENT OF EDUCATION

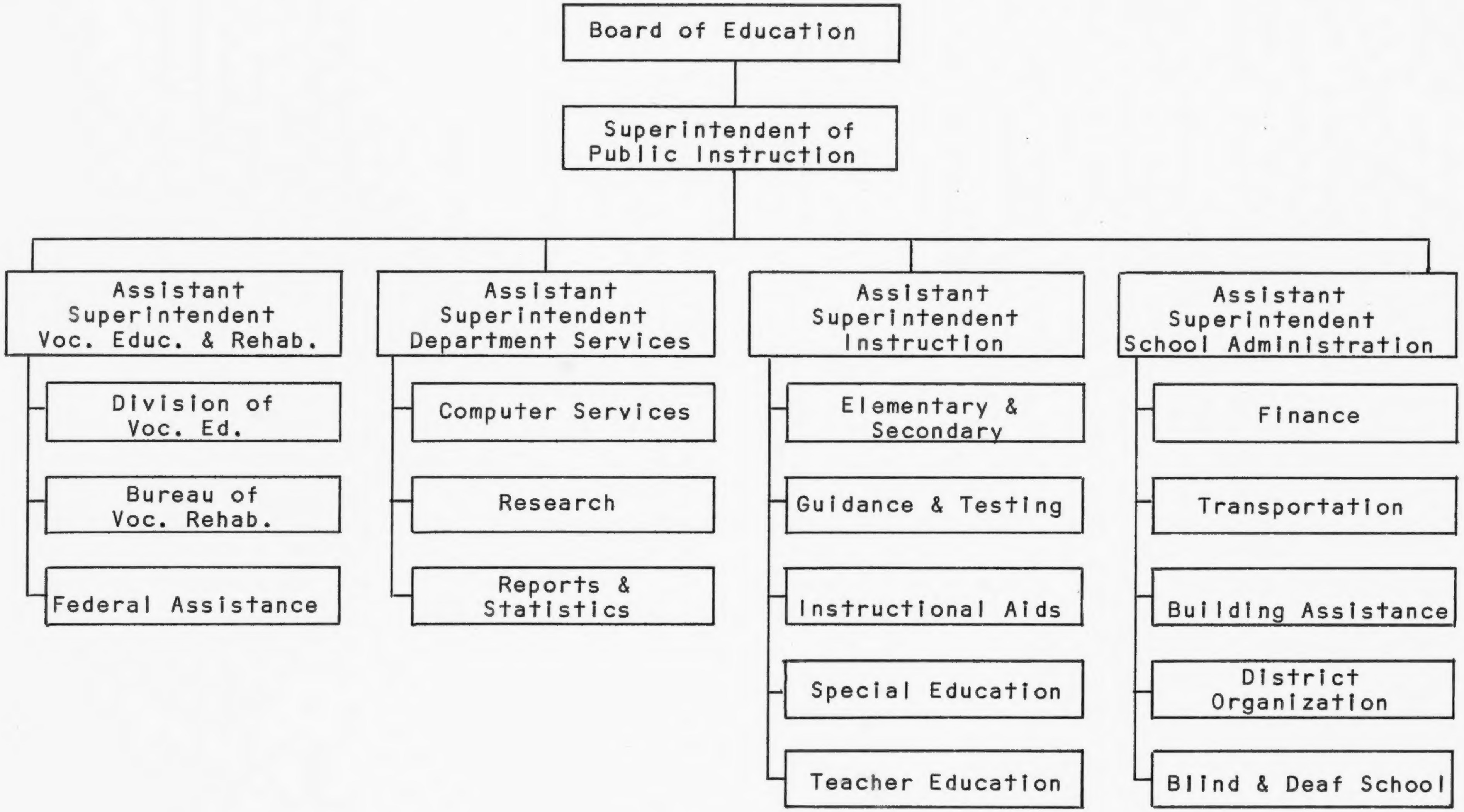
Board of Education
Superintendent of Public Instruction
Assistant Superintendent Voc. Educ. & Rehab.
Division of Voc. Ed.
Bureau of Voc. Rehab.
Federal Assistance
Assistant Superintendent Department Services
Computer Services
Research
Reports & Statistics
Assistant Superintendent Instruction
Elementary & Secondary
Guidance & Testing
Instructional Aids
Special Education
Teacher Education
Assistant Superintendent School Administration
Finance
Transportation
Building Assistance
District Organization
Blind & Deaf School

FIGURE 10

During the 1965-66 school year, organization of eight new comprehensive vocational districts brought the number of comprehensive vocational districts in the state now operational to 25.

The Division of Vocational-Technical Education is divided into three sections each headed by an assistant director who reports directly to the State Director of Vocational Education (For details see the Organizational Chart in Figure 11). In some instances the same individual may be assigned two or more of the responsibilities shown on the chart. By the same token, multiple staff are assigned to other responsibilities.

LEGAL EXCERPTS FROM
THE CONSTITUTION & REVISED CODE
STATE OF LAFAYETTE

Constitution - State Of Lafayette

Article 1, Section 7. Rights of Conscience; The Necessity of Religion and Knowledge.--It shall be the duty of the general assembly to pass suitable laws, to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools in the means of instruction.

Article 6, Section 1. Funds for Educational and Religious Purposes.--The principal of all funds, arising from the sale, or other disposition of land, or other property, granted or entrusted to this state for educational and religious purposes, shall forever be preserved inviolate and undiminished; and, the income arising therefrom, shall be faithfully applied to the specific objects of the original grants, or appropriations.

Article 6, Section 2. Common School Fund to be Raised; How controlled.--The general assembly shall make provisions, by taxation, or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the state; but, no religious or other sect, or sects, shall ever have any exclusive right to, or control of, any part of the school funds of the state.

Article 6, Section 3. Public School System.--Provisions shall be made by law for the organization, administration and control of the public school system of the state supported by public funds: provided, that each school district embraced wholly or in part within any city shall have the power by referendum vote to determine for itself the number of members in the organization of the district board of education, and provisions shall be made by the law for the exercise of this power by such school districts.

ORGANIZATIONAL CHART

Bureau of Vocational-Technical Education

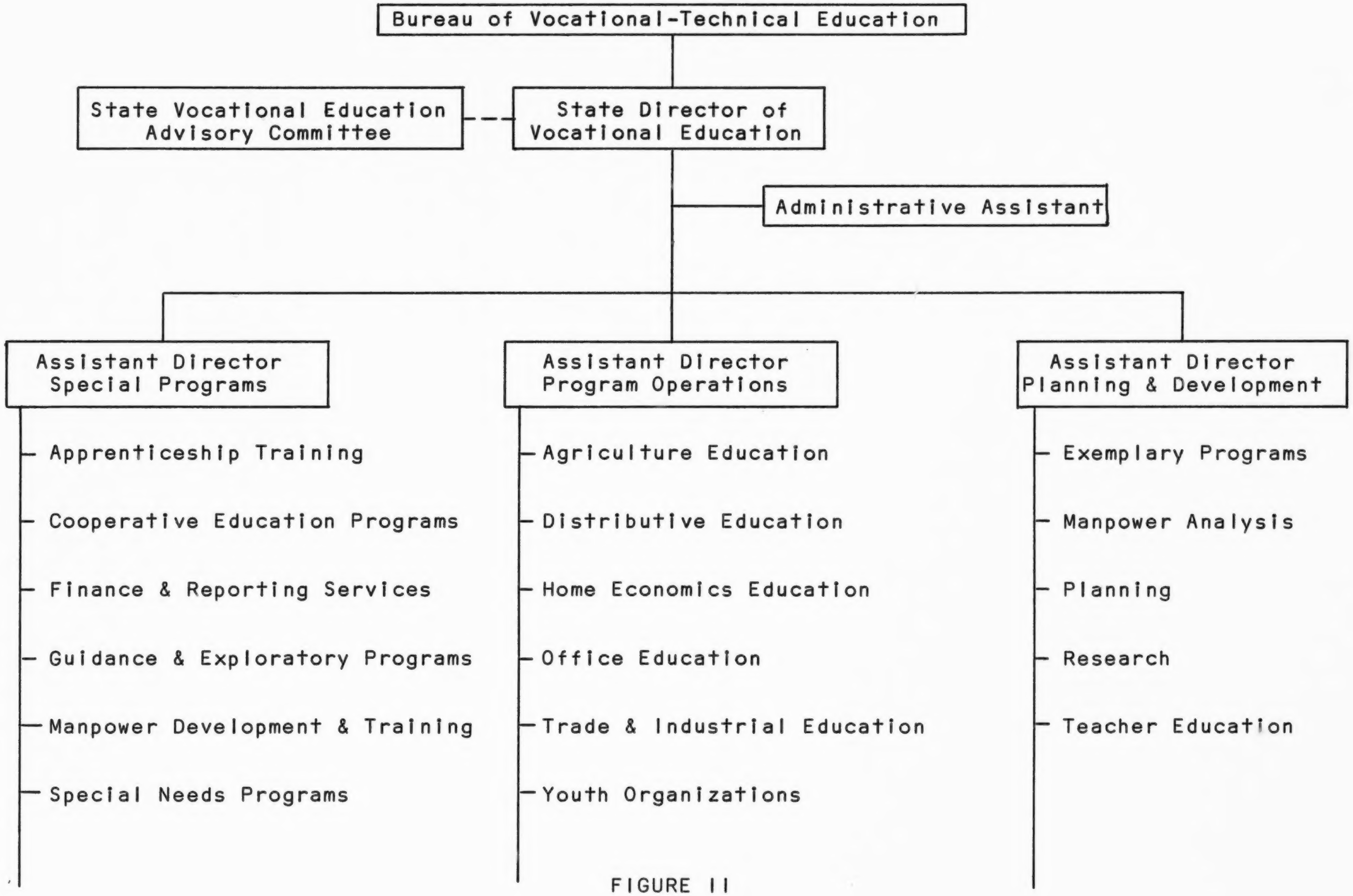
Bureau of Vocational-Technical Education
State Vocational Education Advisory Committee
State Director of Vocational Education
Administrative Assistant
Assistant Director Special Programs
Apprenticeship Training
Cooperative Education Programs
Finance & Reporting Services
Guidance & Exploratory Programs
Manpower Development & Training
Special Needs Programs
Assistant Director Program Operations
Agriculture Education
Distributive Education
Home Economics Education
Office Education
Trade & Industrial Education
Youth Organizations
Assistant Director Planning & Development
Exemplary Programs
Manpower Analysis
Planning
Research
Teacher Education

FIGURE 11

Article 6, Section 4. State Board of Education; Superintendent of Public Instruction.--There shall be a state board of education which shall be selected in such manner and for such terms as shall be provided by law. There shall be a superintendent of public instruction, who shall be appointed by the state board of education. The respective powers and duties of the board and of the superintendent shall be prescribed by law.

Lafayette Revised Code; Title 29, Education

State Board of Education

1.01 State Board of Education; Election of Members.--There is hereby created the state board of education, to consist of 15 members. For the purpose of election of board members, the state of Lafayette is hereby divided into 15 districts. One member of the state board of education shall be elected in each of the 15 districts herein created.

1.03 Qualifications and Salary of Members.--Each member of the state board of education shall be a qualified elector residing in the territory composing the district in which he is elected, and shall be nominated and elected to office as provided by Title 38 of the Lafayette Revised Code. A member of the board shall not during his term of office hold any other public position of trust or profit, or be an employee or officer of any public or private school, or a public or private college, university, or other institution of higher education. Before entering on the duties of his office, each member shall subscribe to the official oath of office.

1.04 Regular Board Meetings.--The state board of education shall hold regular meetings once every month and at such time as they may be called as provided in this section. Special meetings of the board may be called by the president, and upon written request signed by at least a majority of the members, the president shall call a special meeting of the board.

1.07 Powers of State Board.--The state board of education shall exercise under the acts of the legislature general supervision of the system of public education in the State of Lafayette.

Superintendent of Public Instruction

1.08 Qualifications, Appointment, and Compensation of Superintendent of Public Instruction.--The state board of education shall appoint to the superintendent of public instruction, who shall serve at the pleasure of the board at a salary of $50,000 per year.

1.11 Superintendent Shall be Executive and Administrative Officer.--The superintendent of public instruction shall be the executive and administrative officer of the state board of education in its administration of all educational matters and functions placed under its management and control. He shall execute, under the direction of the state board of education, the educational policies, orders, directives, and administrative functions of the board, and shall direct, under rules and regulations adopted by the board, the work of all persons employed in the state department of education.

1.13 Duties, Powers, and Organization of the Department of Education.--The department of education hereby created, shall be the administrative unit and organization through which the policies, directives and powers of the state board of education and the duties of the superintendent of public instruction are administered by such superintendent as executive officer of the board.

The department of education shall consist of the state board of education, the superintendent of public instruction, a staff of such professional, clerical and other employees as may be necessary to perform the duties and to exercise the required functions of the department.

The department of education shall be organized as provided by law or by order of the state board of education. The superintendent of public instruction shall be the chief administrative officer of such department, and subject to board policies, rules and regulations, shall exercise general supervision of the department.

The headquarters of the department of education shall be at the seat of government, where office space suitable and adequate for the work of the department shall be provided by the appropriate state agency. There the state board of education shall meet, transact its business, and keep its records; and there the records, papers, and documents belonging to the department shall be kept, in charge of the superintendent of public instruction.

The superintendent of public instruction shall recommend for approval by the board the organization of the department of education, and the assignment of the work within such department. The appointment, number, and salaries of assistant superintendents, and division heads shall be determined by the state board of education after recommendation of the superintendent of public instruction. Such assistant superintendent and division heads shall serve at the pleasure of the board.

The superintendent of public instruction may appoint, fix the salary, and terminate the employment of other employees of the department, in accordance with the provisions of the state civil service laws, but the appointment, fixing of salaries, and dismissal of all assistant superintendents and division heads shall be with the approval with the state board of education.

State Board of Vocational Education

3.02 The Act of Congress for Vocational Education Accepted.--The act of Congress entitled, "An Act to Provide for the Promotion of Vocational Education: To Provide for Cooperation with the States in the Promotion of Such Education in Agricultural and the Trades and Industries; To Provide for Operation with the States in the Preparation of Teachers of Vocational Subjects; and to Appropriate Money and Regulate its Expenditure," is hereby accepted. The state board of education shall have authority to accept supplementary acts for vocational education which are hereafter enacted by Congress.

3.03 Subjects for Which Appropriated Funds are Accepted.--The benefits of all funds appropriated under the act of Congress referred to in Section 3.02 of the revised code is hereby accepted as to: (a) appropriations for the salaries of teachers, supervisors, and directors of agricultural subjects; (b) appropriations for salaries of teachers of trade, home economics, and industrial subjects; (c) appropriations for the preparation of teachers, supervisors, and directors of agricultural subjects and teachers of trade, industrial, and home economics subjects.

3.04 Cooperation with U.S. Office of Education.--The state board of education may cooperate with the Office of Education of the United States Department of Health, Education and Welfare in the administration of the act of Congress referred to in Section 3.02 of the revised code and of any legislation pursuant thereto enacted by the state, and in the administration of the funds provided by the federal government for the improvement of agricultural, business, distributive, trade and industrial, and home economics subjects, and vocational guidance. The board may appoint such directors, supervisors, and other assistants as are necessary to carry out such sections, such appointments to be made upon nomination by the superintendent of public instruction. The salaries and traveling expenses of such directors, supervisors, and assistants, and such other expenses as are necessary, shall be paid upon the approval of the board. The board may formulate plans for the promotion of vocational education in such subjects as an essential and integral part of the public school system of education; and provide for the preparation of teachers of such subjects, and expand federal and state funds appropriated for any purposes approved by the Office of Education of the United States Department of Health, Education, and Welfare. It may make studies and investigations relating to pre-vocational and vocational education in such subjects; promote an aid in the establishment by local communities of schools, departments, and classes, giving training in such subjects; cooperate with local communities in the maintenance of such schools, departments, and classes; establish standards for the teachers, supervisors, and directors of such subjects; and cooperate in the maintenance of schools, departments, or classes supported and controlled by the public for the preparation of teachers, supervisors, and directors of such subjects.

3.05 Approved Schools Received State Money Equal in Amount to Federal Money.--Any school department, or class giving instruction in agricultural, commercial, industrial, trade, and home economics subjects approved by the state board of vocational education and any school or college so approved, training teachers of such subjects, which receives the benefit of federal moneys shall be entitled also to receive for the salaries of teachers of said subjects an allotment of state money equal in amount to the amount of federal money which it receives for the same year.

3.06 Deposit and Disbursement of Federal Funds.--The treasurer of state is hereby designated as the custodian of all funds received from the United States Treasury for vocational education. All money so received or appropriated by the state for the purpose contemplated in the act of Congress referred to in Section 3.02 or in acts supplementary thereto, shall be dispersed upon the order of the state board of education.

3.22 Bureau of Vocational Rehabilitation.--There is hereby established within the state board, a bureau of vocational rehabilitation, consisting of a director and such other personnel as may be necessary for the proper and efficient administration of the provisions of this act.

Comprehensive Vocational School Districts

3.30 Plan for Comprehensive Vocational School Districts.--Any local, exempted village, city, or county board of education, or any combination of such districts, may make or contract for the making of a study pertaining to the need to establish within the county, or within an area comprised of two or more adjoining counties, a comprehensive vocational school district, and for the preparation of a plan for the establishment and operation of a comprehensive vocational school district covering the territory of two or more school districts within such county or counties. Any local, exempted village, or city school district in the county or counties may participate with the initiating unit in the cost of such study and plan. Such plan shall be submitted to the state board of education by the initiating unit.

3.31 Submission of Plan to Participating Districts.--On approval of the plan by the state board of education, the initiating unit shall file a copy of such a plan with the board of education of each district whose territory is proposed to be included in the proposed comprehensive vocational school district. Within 60 days after receiving such copy, such board of education shall determine whether its district shall become a part of the proposed comprehensive vocational school district. If one or more boards of education decide not to become part of such a proposed district, a revised plan shall be prepared by the initiating unit and if such a revised plan is approved by the state board of education, such initiating units shall file the revised plan with the board of education of each district whose territory is proposed to be included in the proposed comprehensive vocational school district. Within 60 days thereafter each such district shall determine whether its district shall become a part of the proposed comprehensive vocational school district.

3.32 Creation of Comprehensive Vocational School Districts.--Subject to the consent of the board of education of each school district whose territory is proposed to be included within a comprehensive vocational school district, the initiating unit may create a comprehensive vocational school district within the county or within an area comprised of two or more adjoining counties, composed of the territory of all the school districts whose boards of education have approved the formation of the joint vocational school district. The effective date of the establishment of such districts shall be designated by the initiating unit.

3.33 Comprehensive Vocational School District Board; Clerk; Executive Officer; Compensation and Mileage Allowance.--The management and control of a joint vocational school district shall be vested in the comprehensive vocational school board of education.

Where a comprehensive vocational school district is composed only of two or more local school districts located in one county, or when all the participating districts are in one county and the boards of such a participating district so choose, the county board of education of the county of which the comprehensive vocational school district is located shall serve as the comprehensive vocational school district board of education. Where a comprehensive vocational district is composed of local school districts of more than one county, or of any combination of county, local, city, or exempted village school districts, unless administration by the county board of education has been chosen by all the participating districts in one county pursuant to this section, then the board of education of the comprehensive vocational school district shall be composed of one or more persons who are members of the boards of education from each of the city, exempted village, or county school districts affected to be appointed by the boards of education of such school districts. In such comprehensive vocational school districts the number and terms of the members of the comprehensive vocational school district board of education and the allocation of a given number of members to each of the city, exempted village, and county school districts shall be determined in the plan for such district, provided that such comprehensive vocational school district board of education shall be composed of an odd number of members.

A comprehensive vocational school district board of education shall have the same powers, duties, and authority for the management and operation of such comprehensive vocational school district as is granted by law to a board of education of a city school district, and shall be subject to all the provisions of law that apply to a city school district.

Where a county board of education serves as the comprehensive vocational school district board of education the county superintendent of schools shall be the executive officer for the comprehensive vocational school district and the board may provide for additional compensation to be paid to him by the comprehensive vocational school district but he shall have no continuing tenure other than that of county superintendent. The superintendent of schools of a comprehensive vocational school district shall exercise the duties and authority vested by law in a superintendent of schools pertaining to the operation of a school district and the employment and supervision of its personnel. The comprehensive vocational school district board of education shall appoint a clerk of the comprehensive vocational school district who shall be the fiscal officer for such district and who shall have all the powers, duties, and authority vested by law in a clerk of a board of education.

Where a county board of education serves as the comprehensive vocational school district board of education such a board may appoint the county superintendent of schools as the clerk of the comprehensive vocational school district.

Each member of a comprehensive vocational school district board of education shall be paid such compensation as the board may provide by resolution, provided that such compensation shall not exceed $20.00 a meeting and mileage at the rate of 10¢ a mile to and from meetings of the board not exceeding 12 meetings in any one year.

3.34 Bond Issue.--A comprehensive vocational school district board of education by a vote of at least two-thirds of its full membership may at any time submit to the electors of the comprehensive vocational school district the question of issuing bonds of such district for the purpose of paying for the cost of purchasing a site or enlargement thereof, and for the erection and equipment of buildings, or for the purpose of enlarging, improving, or rebuilding thereof, and also the necessity of the levy of a tax to pay the interest on and retire such bonds. The proceedings for such elections and for the issuance and sale of such bonds shall be the same as those required of a board of education of a city school district specified in the revised code.

3.35 Tax Levy.--The board of education of the comprehensive vocational school district by a vote of two-thirds of its full membership may at any time adopt a resolution declaring the necessity to levy a tax for a specified period of years not exceeding 10, to provide funds for the purpose of purchasing a site or enlargement thereof and for the erection and equipment of buildings, or for the purpose of enlarging, improving, or rebuilding thereof, or for the purpose of providing for the current expenses of the comprehensive vocational school district. Such resolutions shall specify the amount of the proposed additional rate. On the adoption of such resolution the comprehensive vocational school district board of education shall certify such resolution to the board of elections of the county containing the most populous portion of the comprehensive vocational school district. The proceedings for subsequent election and for collection of tax moneys is the same as that required of city boards of education specified in the revised code.

3.36 School Foundation Allocations: Comprehensive Vocational School District.--Pupils in a comprehensive vocational school district continue to be enrolled in the school district of their school residence and should be considered as such in the calculation of approved classroom units under the state's foundation program.

3.37 Funds.--All comprehensive vocational school district funds shall be kept in depository selected pursuant to provisions specified in the revised code. The clerk of the comprehensive vocational school district shall be the custodian of such funds. Such funds shall be dispersed only pursuant to warrant signed by such clerk as a person so authorized by the board of education of the comprehensive vocational school district, and pursuant to order of such board approving such expenditure. No contract of such board of education involving the expenditure of money shall become effective until the fiscal officer of the comprehensive vocational school district certifies that there are funds in the treasury and otherwise unappropriated sufficient to provide therefore.

3.38 Disillusion of District.--Upon approval by a majority of full membership of the board of education of a comprehensive vocational school district, or upon the receipt of resolutions formally adopted by a majority of the boards of education of the school district participating the comprehensive vocational school district shall adopt and send to the state board of education a resolution requesting the disillusion of the comprehensive vocational school district. Such resolution shall state the reasons for the proposed disillusion of the comprehensive vocational school district, shall set forth a plan for the equitable adjustment, division, and disposition of the assets, property, debts, and obligations of the comprehensive vocational school district, and shall provide that the tax duplicate of each participating school district shall be bound for and assume its share of the outstanding indebtedness of the comprehensive vocational school district. Upon approval of the resolution by the state board of education, the comprehensive vocational school district shall be dissolved in accordance with the provisions of the resolution.

TRI-COUNTY AREA

The General Nature Of The Study Area

The study area is made up of Washington, Putnam, and Jackson Counties. The three counties are contiguous to each other and located in the south-central area of the State of Lafayette (Fig. 9, 12-15).

Up to now, each individual county has focused on its unique problems and little evidence exists to indicate any cooperative planning. In each county, the center of social and political activity is the county seat.

Independence of political, social and economic action does not end with the county units. The political organization of the state has fostered a high degree of local autonomy in township, village, and local governments. Each of the political subdivisions is basically independent in the provision of services, except for cooperative fire protection.

The three counties, for the most part, are rural in nature. The area is made up of numerous small cities, villages, and farms. Although residents are aware of the problems of urbanization, their insulation from it through distance makes such problems of small concern.

Community organizations are small in membership which results in a great deal of face-to-face communication and interaction within the individual communities.

Topographical Features And Climate

The tri-county area is located in the south-central region of the State of Lafayette in the Midwest United States. The

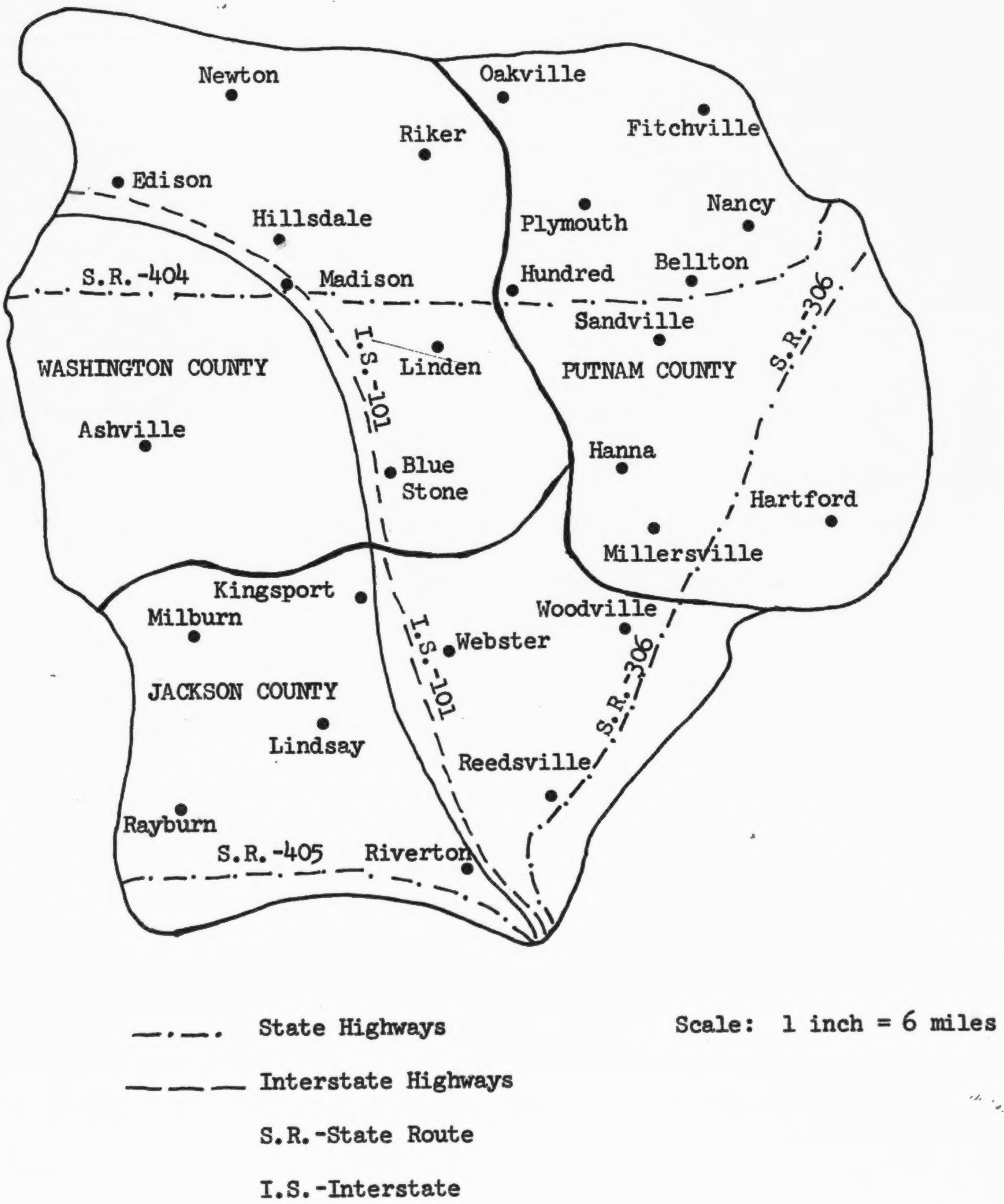
Newton
Oakville
Fitchville
Riker
Edison
Hillsdale
Plymouth
Nancy
Bellton
S.R.-404
Madison
Hundred
Sandville
I.S.-101
Linden
WASHINGTON COUNTY
PUTNAM COUNTY
S.R.-306
Ashville
Hanna
Blue Stone
Hartford
Millersville
Kingsport
Milburn
Woodville
Webster
I.S.-101
S.R.-306
JACKSON COUNTY
Lindsay
Reedsville
Rayburn
S.R.-405
Riverton
State Highways
Interstate Highways
S.R.-State Route
I.S.-Interstate
Scale: 1 inch = 6 miles

Figure 12. State of Lafayette, Counties of Washington, Putnam and Jackson.

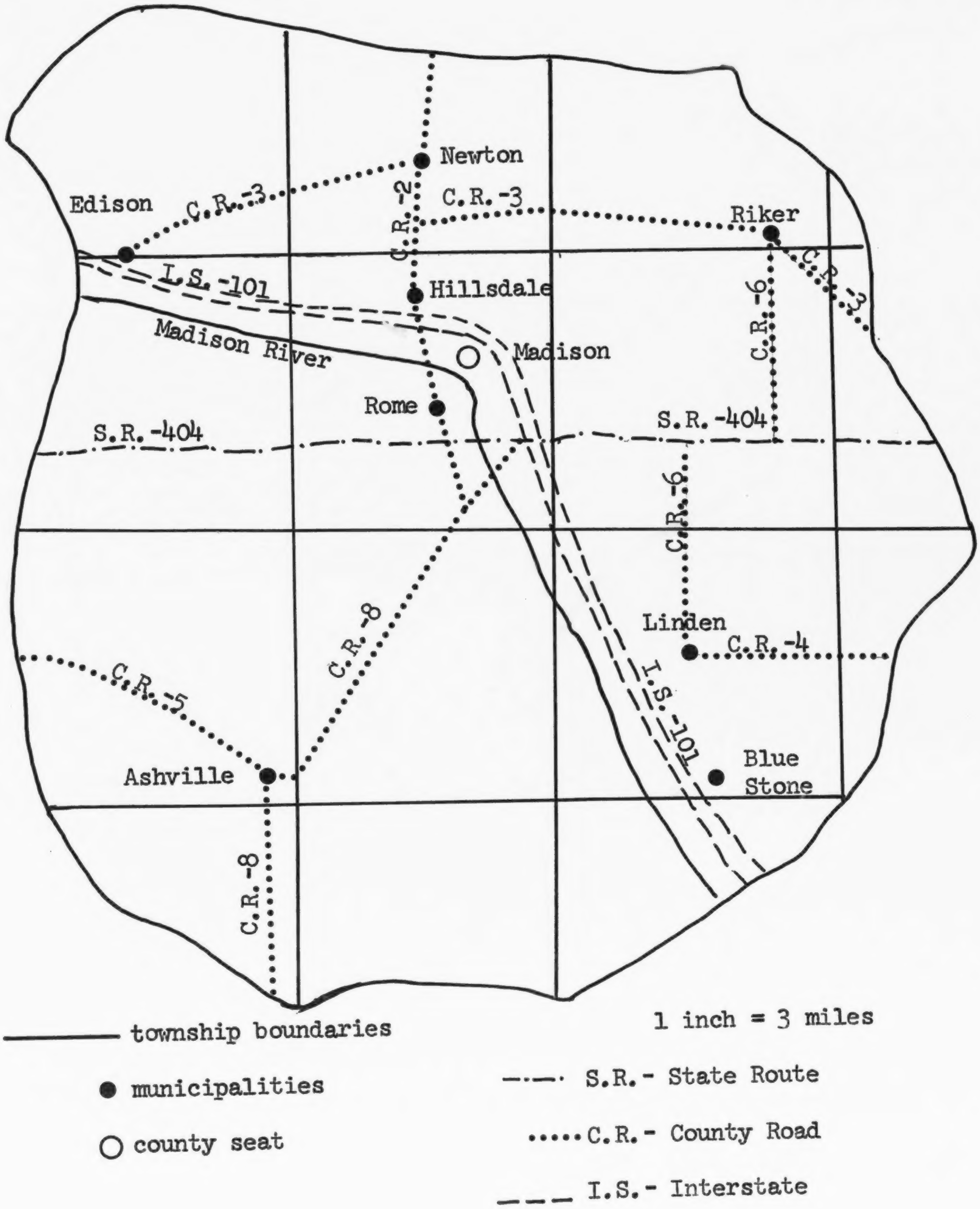
Newton
Edison
C.R.-3
C.R.-2
C.R.-3
Riker
C.R.-3
I.S.-101
Hillsdale
C.R.-6
Madison River
Madison
Rome
S.R.-404
S.R.-404
C.R.-6
C.R.-8
Linden
C.R.-4
C.R.-5
I.S.-101
Blue Stone
Ashville
C.R.-8
township boundaries
municipalities
county seat
1 inch = 3 miles
S.R.- State Route
C.R.- County Road
I.S.- Interstate

Figure 13. Washington County, State of Lafayette.

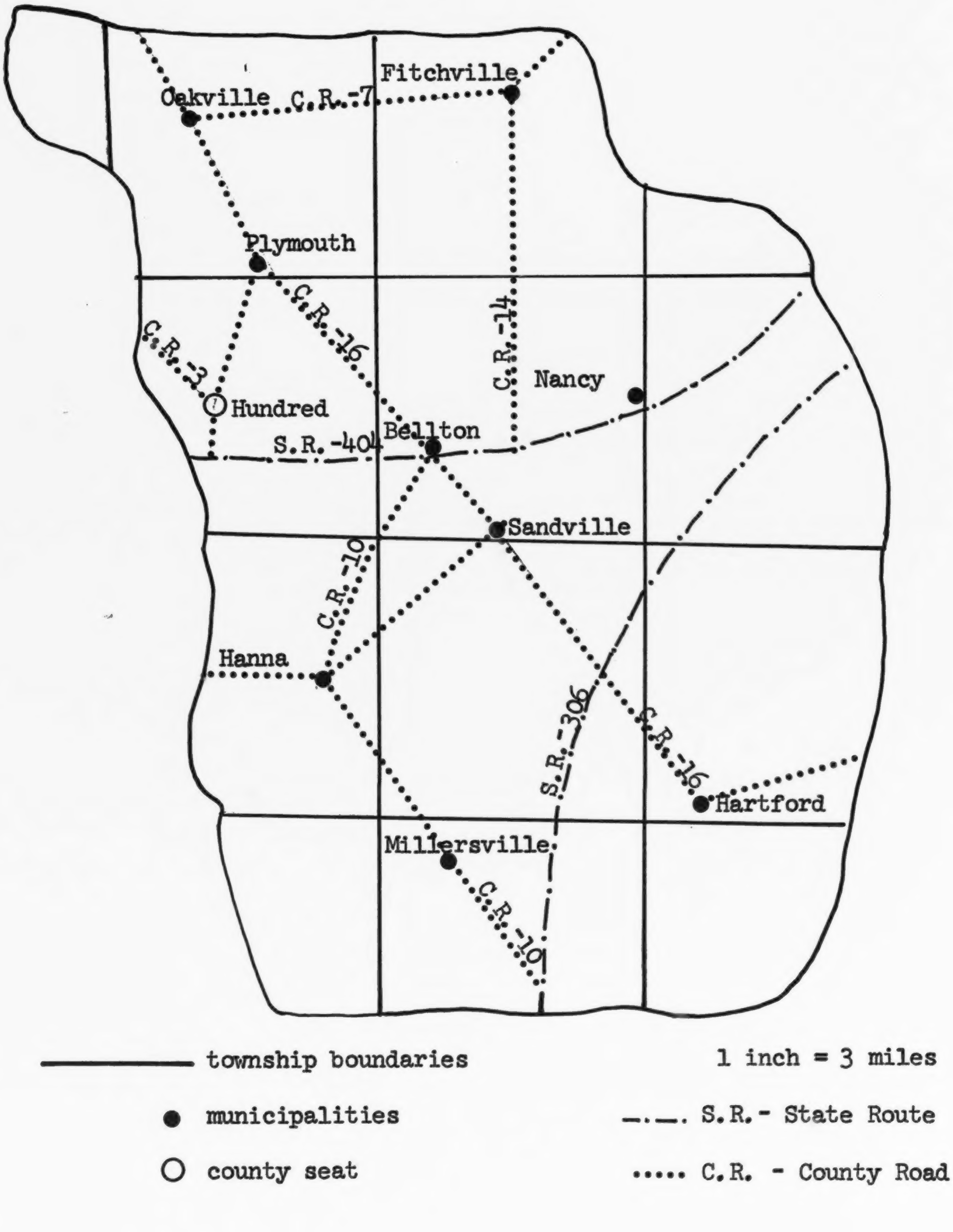
Fitchville
Oakville
C.R.-7
Plymouth
C.R.-16
C.R.-14
C.R.-3
Nancy
Hundred
Bellton
S.R.-404
Sandville
C.R.-10
Hanna
S.R.-306
C.R.-16
Hartford
Millersville
C.R.-10
township boundaries
1 inch = 3 miles
● municipalities
—.—. S.R. - State Route
○ county seat
..... C.R. - County Road

Figure 14. Putnam County, State of Lafayette.

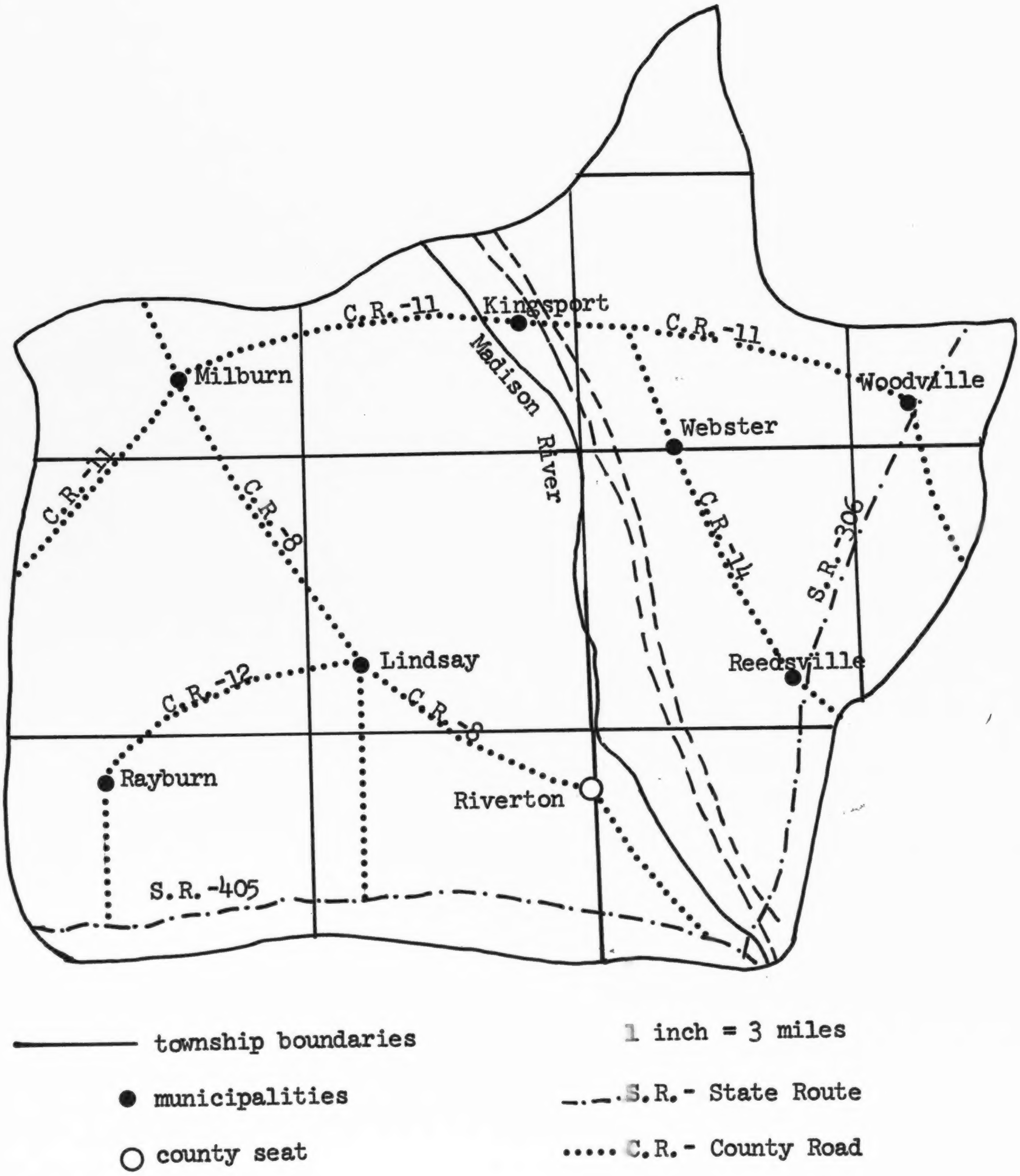
C.R.-11
Kingsport
C.R.-11
Milburn
Madison River
Woodville
Webster
C.R.-11
C.R.-8
C.R.-14
S.R.-306
Lindsay
Reedsville
C.R.-12
C.R.-8
Rayburn
Riverton
S.R.-405
township boundaries
municipalities
county seat
1 inch = 3 miles
S.R.- State Route
C.R.- County Road

Figure 15. Jackson County, State of Lafayette.

topography ranges from the rolling hills of Washington County to the relatively flat terrain of Jackson.

The State of Lafayette has a temperate climate. Extremes of low and high temperatures are uncommon. The average maximum and minimum temperatures range from 36 and 24 degrees in January to 84 and 62 degrees Fahrenheit in June. Extremes for the 1967 were 104 and -2 degrees. Rainfall and snowfall measured 31.66 and 31.44 inches, respectively, in 1967.

Demographic Features

Population: Washington County is a land area of 264 square miles with an approximate population of 68,000 (Table VII). The distributional pattern of this population reveals urbanization in the western and northern sections and extensive agricultural areas in the eastern and southern sections. Madison, the largest city in the three county area, is the Washington County Seat and therefore is it's political, social, and economic center.

Putnam County encompasses a land area of 497 square miles with an approximate population of 47,000 (Table VIII). Nearly 48 percent of the population live in small cities or villages which are widely distributed throughout the area. Putnam's history of growth shows a steady increase over the years, with a notable population increase of 20 percent from 1950 to 1960.

Jackson County, the smallest of the three in land area and population, is contiguous to Washington and Putnam Counties at their southern boundaries. The land area covers 263 square miles and contains a population of slightly over 35,000 (Table IX). The overall growth pattern of the county is quite similar to that of Washington County during the years 1950 through 1960. Slightly over 72 percent of the population live in rural setting. Of the 72 percent, 12.6 percent live on farms (Table IX).

Age Grouping: In each of the counties the same pattern of age groupings is in evidence. One significant point of interest is the continuous percent of increase in numbers of residents less than 20 years of age. Only in Washington County was there an age group of children 15 to 19 years old which failed to exceed the number of adults for any corresponding span of years (Table X).

Economic Factors

Income: The median family annual income of the three county area is slightly below the average for the State of Lafayette. The income factor is especially important in Putnam County where over 18 percent of the families show an income of less than $3,000 per year (Table XI).

TABLE VII. POPULATION TRENDS IN WASHINGTON COUNTY AND SUB-UNITS.

Unit	Population by decades		Change	
	1950	1960	Amount	Percent
County				
Washington	52,565	68,000	15,435	29.4
Cities				
Madison	29,375	31,989	2,614	8.9
Rome	2,515	5,197	2,682	106.6
Villages				
Edison	--	802	--	--
Riker	613	721	108	17.6
Linden	736	954	218	30.0
Newton	324	171	-153	-47.2
Ashville	--	1,076	--	--
Hillsdale	--	4,724	--	--
Blue Stone	--	3,183	--	--
Townships				
Adams	2,153	2,691	538	25.0
Boone	1,278	1,648	370	29.0
Clay	701	899	198	28.2
Edwards	4,117	6,358	2,241	54.4
Jefferson	324	171	-153	-47.2
Liberty	3,848	6,146	2,298	59.7
Lima	2,079	2,593	514	24.7
Marion	841	1,111	270	32.1
Paint	4,382	8,955	4,573	104.4
Peru	29,375	31,989	2,614	8.9
Williams	3,467	5,439	1,972	56.9

Source: U.S. Census of Population: *Characteristics of the Population.*

TABLE VIII. POPULATION TRENDS IN PUTNAM COUNTY AND SUB-UNITS.

	Population by decades		Change	
Unit	1950	1960	Amount	Percent
County				
Putnam	39,353	47,326	7,973	20.3
Cities				
Bellton	3,937	4,294	357	9.1
Hundred	9,775	12,900	3,125	32.0
Villages				
Hanna	1,204	1,371	167	13.9
Hartford	--	233	--	--
Sandville	1,275	1,371	96	7.5
Plymouth	2,023	2,392	369	18.2
Fitchville	468	547	79	16.9
Oakville	641	770	129	20.1
Nancy	620	728	108	17.4
Millersville	1,626	2,006	380	23.4
Townships				
Bronson	721	827	106	14.7
Clarksfield	844	1,053	209	24.8
Fairview	1,099	1,173	74	6.7
Darby	683	785	102	14.9
Greenfield	611	767	156	25.5
Cowden	1,204	1,371	167	13.9
Brighton	577	664	87	15.1
Caldwell	678	850	172	25.4
Littlefield	6,042	7,009	967	16.0
Cooper	2,591	3,196	605	23.4
Scott	11,142	14,881	3,739	33.6
Rostrauer	791	870	79	10.0
Dexter	650	671	21	3.2
Richmond	1,626	2,006	380	23.4
Ridgeway	756	780	24	3.2
Ripley	721	822	101	14.0
Sheridan	485	501	16	3.3
Pitt	1,105	1,234	129	11.7
Redstone	1,266	1,446	180	14.2

Source: U.S. Census of Population: *Characteristics of the Population.*

TABLE IX. POPULATION TRENDS IN JACKSON COUNTY AND SUB-UNITS.

Unit	Population by decades		Change	
	1950	1960	Amount	Percent
County				
Jackson	29,469	35,323	5,854	19.9
City				
Riverton	5,541	6,870	1,320	24.0
Villages				
Reedsville	590	446	-144	-24.4
Lindsay	1,215	1,302	87	7.0
Rayburn	867	858	-9	-1.0
Webster	1,723	1,957	234	13.6
Kingsport	2,370	2,903	533	22.5
Milburn	191	357	166	86.9
Woodville	358	441	83	23.2
Townships				
Allen	2,563	2,755	192	7.5
Ray	1,432	1,716	284	19.8
Benton	2,116	2,366	250	11.8
Carroll	1,519	1,570	51	3.4
York	780	1,769	989	126.8
Clary	3,278	4,331	1,053	32.1
Summerfield	3,222	3,526	304	9.4
Batavia	1,145	1,566	421	36.8
Harris	2,273	2,675	402	17.7
Wood	7,013	8,111	1,098	15.7
Milford	598	462	-136	-22.7
Salem	4,476	4,476	--	--

Source: U.S. Census of Population: *Characteristics of the Population.*

TABLE XI. FAMILY INCOMES IN THE TRI-COUNTY AREA AND IN THE STATE OF LAFAYETTE.

Unit	Total income of all families	Median income	Percentages with income: Under $3,000	Percentages with income: $10,000 and over
Washington	$131,000,000.00	$6,189	13.5	15.2
Putnam	81,000,000.00	5,839	18.2	12.4
Jackson	63,000,000.00	5,908	15.1	13.5
Lafayette	---	6,171	15.7	16.2

Source: U.S. Bureau of the Census. *County and City Data Book.*

Financing Local Government: The basic source of revenue for financing local government is property taxation. Property is assessed at 45 percent of market value. Total millage in the three-county area range from 18.8 to 47.9. Of this amount 70 to 80 percent is allocated for public education.

Total assessed valuations are: Washington County, $260,604,000; Jackson County, $112,252,000 and Putnam County, $233,487,000. The three county total assessed valuation of $606,343,000. Two of the cities, Madison and Hundred, supplement revenues through a one percent tax on personal incomes. In addition, all subdivisions of government, except schools, are supplemented by general state revenues.

Transportation Factors

The tri-county area is well served by a network of modern highways. Interstate 101, a four-lane highway, runs from Junction City in southern Lafayette to the northern boundary. It follows the general path of the Madison River as it travels through Jackson and Washington Counties. State Route 404, connecting Lake City on the west with Weston in the east, courses just south of Madison and continues through Putnam County. S.R. 306 runs from the southeastern tip of Jackson County northeastward through Putnam County to Weston. S.R. 405 runs between River City and Big City. All are modern four-lane highways. County and township highways exhibit a pattern of right angles, attesting to the influence of the Northwest Ordinance of 1887. Approximately 75 percent of these roads have hardbound surfaces.

The Madison River, once a major transportation artery, no longer serves this purpose. The area is served by one railroad line, the Chesapeake and Ohio, which follows the Madison River to Capital City, with spurs reaching out to Big City and River City. The principal cargo over this line is freight. Passenger service has decreased to just two trains daily, one northward and one southward.

Political Factors

Three types of governmental units (township, county and city) are found in each of the counties. Township services are primarily road maintenance, care of cemeteries, provision for trash disposal, and fire protection. Elected township officials consist of three trustees who perform their duties on a part-time basis. A clerk, appointed by the trustees, serves as fiscal officer and secretary.

The county governmental agency is headed by three elected commissioners. The services of the county unit include maintenance of the county road system, tax collection and assessment, police protection for rural and unincorporated villages, registration of deeds, and administration of welfare programs. The commissioner's responsibility to the county board of education is that of providing office space and facilities and approving school budgets.

City governments range in kind from Mayor-Council to City Manager-Council. The extent of services provided is directly related to size of urban units. Among services provided are:

1. Law Enforcement. Cities such as Madison, Rome, Hundred, Bellton, and Riverton have modern, well-equipped police forces. The smaller villages have town marshals who are reinforced by services from the county sheriff's department.

2. Fire Protection. Madison and Hundred are the only political subdivisions with paid fire departments. All others are volunteer departments which are financed in varying degrees by fire protection levies and local projects.

3. Sanitation Services. Political subdivisions provide areas for trash dumps. Garbage services are provided by local haulers, except for the city-operated systems in Madison and Hundred.

4. Welfare Services. Welfare services are administered by a county agency.

5. Library Services. Library services are provided by a county library board. Branch libraries are established

TABLE XII. GENERAL LABOR FORCE CHARACTERISTICS IN WASHINGTON, PUTNAM AND JACKSON COUNTIES.

Item	Number by County			
	Washington	Putnam	Jackson	Total
Total civilian labor force	26,199	17,673	13,220	57,092
Total employed persons	23,665	16,726	12,465	52,856
Percentage unemployed	9.7	5.4	5.7	7.4
Employed in agriculture	996	1,619	799	3,414
Employed in construction	1,399	984	591	2,974
Employed in manufacture of durable goods	6,211	2,711	2,781	11,703
Employed in manufacture of non-durable goods	2,588	2,179	1,399	6,166
Employed in transportation, communication and public utilities	1,947	2,579	735	5,261
Employed in wholesale and retail	4,122	2,707	1,993	8,822
Employed in finance, insurance, and real estate	593	337	214	1,144
Employed in education services	1,060	791	488	2,339
Employed in public administration	593	582	1,497	2,672
Percentage in white collar jobs	36.1	32.9	34.8	--

Source: U.S. Bureau of the Census. *County and City Data Book.*

in each incorporated village and city along with bookmobile service to rural residents.

Political Parties: The three counties have traditionally voted Republican. Occasionally, however, a Democrat is elected to a major political office. Typically, the residents of the tri-county area are categorized as conservative. This is thought to be influenced to some degree by the agricultural nature of the area.

In the rural areas the Farm Bureau Councils are among the major influential groups. Interestingly enough, much of their political activity has been in the realm of school affairs, particularly with respect to school district consolidation.

In the cities and towns the activists groups in politics have been the League of Women Voters, the Civic Guilds, and the two major political parties. Much of the progress of the various communities has been attributed to the efforts and activities of service and business associations.

Occupational Factors

The agriculture, business, and industrial enterprises in the tri-county area require workers. Over 900 business and industrial firms revealed this need in their responses to a manpower study conducted recently. Of this number, a majority of the small firms (15 and fewer employees) were engaged in retail and service operations. The large firms were involved in manufacturing and/or industrial operations.

The present labor force of the study area numbers 57,092 men and women (Table XII). Contrary to what one would perceive from a visual trip around the area, manufacturing represents the chief source of livelihood. The manufacture of durable goods accounts for employment of 11,703 and the manufacture of non-durable goods 6,166. In contrast, on-farm employment totals 3,414. A more complete analysis of the characteristics of the general labor force in the tri-county area may be found in Table XII.

The employers in the area feel that a high school diploma meets the formal academic requirements for jobs in the following categories: skilled trades, mechanics, many clerical jobs, semi-skilled jobs, service jobs, and unskilled jobs. However, most employers indicated a reluctance to employ 17 and 18 year old persons, regardless of their training.

The kinds of jobs with the best placement potential for persons with no formal education beyond high school, as reported by the respondents in the manpower study, were in the following occupational areas:

- Air conditioning (heating mechanic)
- Appliance repair
- Assembler (manufacturing)
- Auto mechanic

- Bookkeeper
- Building trades jobs:
  - Carpentry, Sheet metal, Plumbing, Roofing

- Clerk-typist
- Cook/chef

- Electrician
- General office worker

- Heavy equipment operator
- Machinist
  - Machine operator
- Meat cutter
- Printer

- Retail sales/cashier
- Route salesman
- Sheet metal worker
- Stenographer

- Waiter/waitress
- Welder

It should be noted that many of the above jobs, although rated by the respondents as not requiring formal academic preparation beyond high school, do require on-the-job training or a stipulated period of apprenticeship. Many of them are not entry jobs for young high school graduates.

Jobs in the semiprofessional, technical, high skilled, advanced secretarial, sales, and managerial/supervision categories require post-high school education. Persons with one, two, or three years of formal training beyond the high school, in some cases plus on-the-job training, would have fair to good placement in technician jobs. Although there are many other specialties required, the following job opportunities are most prevalent:

- Accountant
- Agri-business
- Business data processing jobs
- Business machine operator

- Business management fields:
  - Banking, insurance, real estate
- Foreman (manufacturing)

- Medical/dental office assistant
- Practical nurse
- Registered nurse

- Retail buyer
- Sales manager
- Sales representative
- Secretary

In evaluating existing schools and programs, one respondent out of six felt the schools were meeting occupational needs of the area "very well," whereas, one out of five felt the needs were being poorly met. Employers repeatedly expressed concern that young job applicants were frequently lacking the ability to read comprehensively, write coherently and legibly, and to handle problems in basic mathematics. Many also expressed the belief that the schools should do more in developing proper work attitudes and habits. High school dropouts are generally considered unemployable by a majority of firms in the area, except for service and unskilled jobs.

On the specific question as to how best improve occupational education in the area, the respondents divided their opinions as follows:

1. Roughly one-fifth of all firms surveyed expressed the opinion that the establishment of a two-year community college with strong occupational education emphasis, would probably be the best answer to the area need for further education and training.
2. Approximately one-fourth of the firms went on record favoring a secondary (high school) level area vocational school.
3. Slightly over one-third of the firms favored expanding vocational education offerings within existing high schools.

More than a third of the firms surveyed would welcome the opportunity to participate in further discussions and planning for improving occupational education in the area.

As regards formal, in-plant, education and training programs, only one-third of the large firms reported such operations, and only one-sixth of the small firms. The kinds of training being offered were, for the most part, limited to four areas: apprenticeship in the skilled trades, management and supervisory training, technician training, and job-upgrading. Of these programs only the first, apprenticeship, was aimed at bridging the gap between school and job for the young worker. All the other programs take persons already employed and prepare them for positions of greater responsibility.

Judging by the relative infrequency of formal, in-plant training programs, it is probably correct to infer that area business and industrial firms do not consider themselves as educational and training institutions. They look primarily to the public schools to provide basic education, general education for citizenship, supporting technical knowledge, and much of actual skill training which young people need to be successful in the economic life of the tri-county area.

Education

Tri-County Educational Programs: The school systems of the tri-county area are made up of city, county and local districts. The city districts are Madison, Hundred, and Riverton. The city school districts in Lafayette are autonomous units under the state department of education, administered by a superintendent and a board of education.

All other schools are organized under the supervision of the county superintendent in the county of their location. In each of the counties there is a county board of education as well as individual local district boards of education. The role of the county superintendent and county board of education is limited primarily to consulting and advisory services to local districts.

The typical educational program found in county schools is academically oriented. High schools offer the traditional college preparatory courses, business education courses, vocational agriculture, home economics, and industrial arts.

Educational programs in the cities are a little more comprehensive. At Madison, the largest city district in the study area, the college preparatory program is more extensive, general business education offerings are more comprehensive, and a cooperative training program for vocational training exists. This program includes training for auto mechanics, building trades, machine trades, surveying, dental technicians, nurses' aides, and medical laboratory assistants. In cooperative programs, students spend a half-day at school studying theory and related subjects and a half-day in on-the-job training at a plant or business. At Hundred City the same general pattern exists, except that cooperative training programs focus on business and office occupations. The Riverton City District is comparable to the larger county schools in program offerings.

Financial Resources: The financial picture of the tri-county area is a healthy one in terms of potential. Tax rates for operation and capital outlay are relatively low, with a few exceptions.

The total assessed valuation of property for the three counties is $606,343,000. Since school debt in the State of Lafayette is limited to 10 percent of assessed property value, there is $60,634,300 total bonding potential for the area. The present total bonded indebtedness of tri-county school districts is $39,927,208. Thus, a balance of $20,707,092 remains available for school construction purposes. Of this amount, $6,991,297 is available in Washington County, $9,035,115 in Putnam County and $4,680,680 in Jackson County.

All districts have adequate bonding capacity to permit their inclusion in a possible cooperative effort to provide facilities for vocational and technical education programs. Rome, Western, Central, Hundred, Hanna, Nancy, Southeastern, and Riverton have adequate resources to finance vocational-technical education facility construction, but none would appear to have a large enough pupil enrollment to operate a comprehensive program.

Enrollment: School enrollments in the tri-county area have increased steadily over the last decade. Table XIII provides enrollment data for all school districts in the study area.

TABLE XIII. CURRENT SCHOOL DISTRICT ENROLLMENTS

DISTRICT	Enrollment		
	1-8	9-12	Total
Washington County			
Ashville	877	452	1,329
Hillsdale	1,376	687	2,063
Madison*	5,340*	2,500	7,840*
Newton	169	--	169
Riker	466	323	789
Rome	2,361	797	3,158
Southern	930	311	1,241
Western	782	316	1,098
	12,301	5,386	17,687
Putnam County			
Central	1,972	573	2,545
Century City	2,800	1,200	4,000
Hanna	1,309	534	1,843
Nancy	1,329	483	1,812
Northern	2,055	665	2,720
Southeastern	1,966	744	2,710
	11,431	4,199	15,630
Jackson County			
Eastern	450	150	600
Lindsay	649	267	916
Plains	464	200	664
Rayburn	606	265	871
Riverton	2,337	1,104	3,441
Valley	1,520	529	2,049
Webster	997	520	1,517
Woodville	283	135	418
	7,306	3,170	10,476
TOTALS	31,038	12,755	43,793

*Does not include 660 kindergarten students.

TABLE X

POPULATION BY AGE GROUPS AND SEX IN WASHINGTON, PUTNAM AND JACKSON COUNTIES

	Population by county and sex								
	Washington			Putnam			Jackson		
Age Group	Male	Female	Total	Male	Female	Total	Male	Female	Total
85 and over	141	239	380	141	201	342	101	125	226
80-84	299	367	666	226	315	541	180	202	381
75-79	519	706	1,225	430	576	1,006	291	352	643
70-74	929	936	1,865	675	772	1,447	458	524	982
69-65	1,230	1,274	2,504	752	881	1,633	571	646	1,217
60-64	1,460	1,224	2,684	814	938	1,752	683	700	1,383
59-55	1,558	1,461	3,019	1,006	1,033	2,039	799	761	1,560
50-54	1,774	1,676	3,450	1,177	1,099	2,276	863	898	1,761
45-49	2,038	1,937	3,975	1,254	1,251	2,505	1,094	1,012	2,106
40-44	2,182	2,148	4,330	1,414	1,400	2,814	1,131	1,122	2,253
35-39	2,360	2,447	4,807	1,521	1,530	3,051	1,198	1,279	2,477
30-34	2,282	2,293	4,575	1,508	1,524	3,032	1,138	1,193	2,331
25-29	2,035	2,070	4,105	1,290	1,402	2,692	984	1,023	2,007
20-24	1,731	1,989	3,720	1,187	1,330	2,517	834	952	1,786
15-19	2,216	2,409	4,625	1,650	1,737	3,387	1,210	1,244	2,454
10-14	3,313	3,132	6,445	2,445	2,412	4,857	1,749	1,768	3,517
5-9	3,741	3,537	7,278	2,829	2,728	5,557	2,039	1,971	4,010
Under 5	4,331	4,016	8,347	2,939	2,939	5,878	2,126	2,103	4,229
TOTAL	34,139	33,861	68,000	23,258	24,068	47,326	17,449	17,875	35,323

Source: U.S. Census of Population: General Population Characteristics

Research Series No. 52

Simulation Training In Planning Vocational Education Programs and Facilities

SECTION VI

STUDENT WORKING PAPERS

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

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Simulation Training In Planning Vocational Education Programs and Facilities

SECTION VI

STUDENT WORKING PAPERS

The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

March 1970

STUDENT WORKING PAPERS

The following samples of student working papers are suggested for use with each exercise. Students should use these papers to take appropriate actions called for by the simulation exercises and to serve as a record of all action taken.

Provision for supplying an ample quantity of these materials at each workshop should be made. Approximately 15 copies per student of each paper will be required.

LETTERHEAD STATIONERY

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STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
Capital City, Lafayette

State Superintendent	Director, Vocational Education
Edward F. Willis	Milford P. Conroy

NOTE PAPER

NOTES

Subject:

Date:

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DIVISION OF VOCATIONAL EDUCATION

Capital City, Lafayette

MEMO

To: Date:

From:

Subject:

RECORD OF TELEPHONE CONVERSATION

RECORD OF TELEPHONE CONVERSATION

Subject of Conversation

Time

Date

Person Called by Francis Ramey

Title

Organization

Location

Mr. Ramey's message: